ACCORDING TO NEW CURRICULUM

Social Studies

For Class V

Sindh Textbook Board, Jamshoro

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Dear Teacher,

The social studies textbook for class V has been written in accordance with the social studies curriculum. The aim of social studies is to **develop informed, responsible and active citizens** who work for the betterment of society at the local, national and global level.

The goal of this textbook is to:

- Develop student's knowledge and understanding of social studies concepts.
- Develop skills of inquiry, communication and conflict resolution.
- Develop values of co-operation, tolerance, responsibility and justice.
- Recognize importance of living and working peacefully to improve the quality of our own and others' lives.

Children learn best by **actively participating** in the learning process. For this reason, you are encouraged to use the teaching strategies of questioning, group work and inquiry that involve students and enable them to better understand the content and more **importantly learn how to learn.**

Along with concepts, the textbook helps students acquire skills and values, which need to be developed through practice. Provide plenty of opportunity while you are teaching and look for opportunities such as student participation in co-curricular activities (morning assembly, celebration of national and international days etc) to practice and demonstrate skills and values learnt.

How to use this textbook

Before you begin

Please read through the textbook carefully. As a teacher you have your own ideas and know your students best. We encourage you think about how best to teach the content and develop activities that will meet the needs of your students.

Student Learning Outcomes

You will notice that each chapter begins with a list of **student learning outcomes.** Student learning outcomes are specific statements that describe the knowledge, skills and values that students are expected to attain by the end of the academic year. You must ensure that all the outcomes stated at the beginning of a chapter are met while teaching the chapter.

Teachers' Guide

To help you teach more effectively, we have included a teachers' guide that is located at the bottom of the page. The guide is in light blue.

Activities in each Chapter

Children learn by **engaging in activities that help them think about or practice what they have learnt.** For this reason, activities have been included after each sub-topic within the chapter. **Children also learn in different ways,** thus, these activities provide children the opportunity to learn through (reading, writing, working together in groups and engaging in inquiry).

End of Chapter Exercise

All children do not learn key concepts and ideas or develop skills and values the first time they are introduced to them. For this reason, end of chapter exercises consisting of questions, practical and extension activities have been included to **revise** key concepts, develop skills and values that are the focus of the chapter. You can design more activities for knowledge, skills and values your students had **difficulty** with. The extension activities are also designed to do this.

Editor

CONTENTS

CHAPTER 1

بِسۡمِ اللّٰہِ الرَّحۡمٰنِ الرَّحِیۡمِ

GLOBE AND MAP SKILLS

Learning Outcomes

After studying this chapter the students will be able to:

1. Understand that there are 180 imaginary lines of latitude and 360 imaginary lines of longitudes.
2. Name the main lines of latitudes and longitudes.
3. Locate the main lines of latitudes and longitudes on a globe and on a map.
4. Use latitudes and longitudes to locate major cities of Pakistan and of the world.
5. Use the index of an atlas to locate places.
6. Use latitudes and longitudes in determining directions.
7. Identify time zones and relate them to longitudes.
8. Identify the significance of the location of Pakistan.
9. Recognize that there are many kinds of maps and choose the best map for the purpose at hand.
10. Read and interpret scales (expressed as a statement or bar) on different maps.
11. Use the map scale to measure roads and rivers, and determine distance between places.

GLOBE AND MAP SKILLS

THE LOCATION OF PAKISTAN IN RELATION TO HER NEIGHBOURS

Look at the map of the world in figure 1.1. There are seven large land masses called continents. Find the largest continent. It is Asia. Pakistan is situated in the southern part of Asia, commonly known as South Asia.

Fig 1.1 Map of the World

Pakistan shares borders with four countries: Iran, Afghanistan, China and India. Iran lies to the west of Pakistan. To the north-west is Afghanistan. China lies to the north-east of Pakistan. Pakistan shares only a small border with China which lies in the Karakoram Mountains. India lies to the east of Pakistan. The Arabian Sea lies in the south of Pakistan.

We have just learnt the location of Pakistan in relation to her neighbours. We can also find the exact location of Pakistan using the lines of latitude and longitude. Let us first learn what lines of latitude and longitude are.

Fig 1.2 Map showing the neighbouring countries of Pakistan

LINES OF LATITUDE AND LONGITUDE

To help us locate places on globes and maps, grid lines are used . These lines divide the globe and map into grid squares (see fig. 1.3). The vertical grid lines are called lines of longitude and are marked with 'numbers'. The horizontal grid lines are called lines of latitude and are marked with 'letters'.

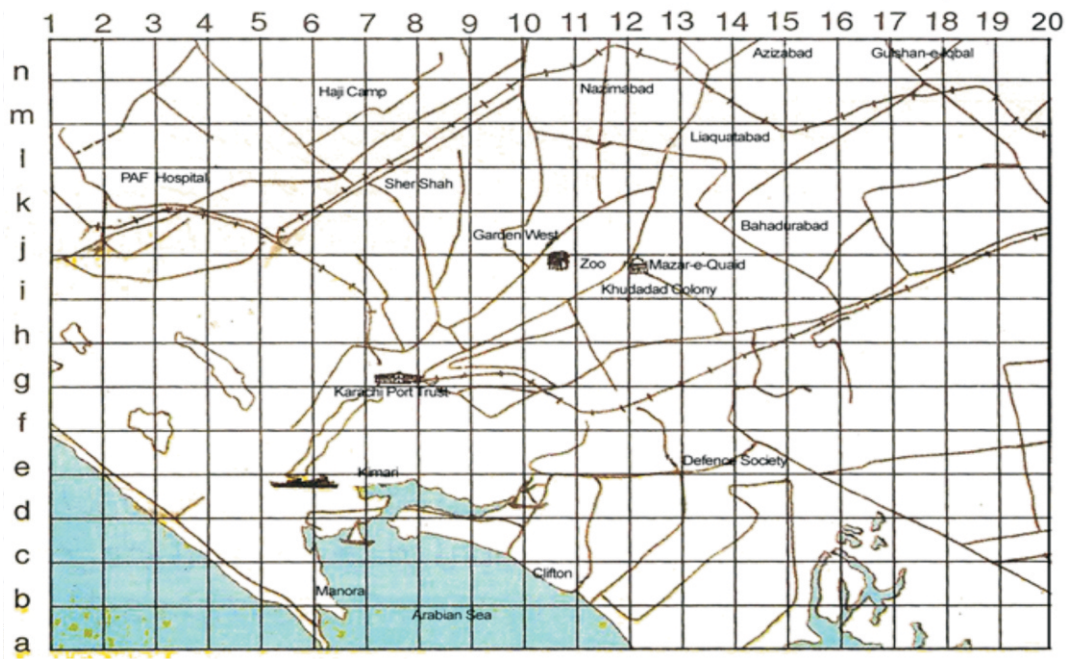



Fig 1.3 Map Showing the Vertical and Horizontal Grid Lines

Fig 1.4 World map showing the grid formed by the lines of latitude and longitude

Lines of Latitude or Parallels of Latitude

The Earth is not a perfect sphere; it is slightly flattened at the North Pole and the South Pole. Exactly half way between the North Pole and the South Pole is the most important line of latitude, the Equator. The Equator divides the Earth into two equal halves or hemispheres (half spheres): the half which is located to the north of the Equator, is called the Northern Hemisphere and half which is located in the South of the Equator is called the Southern Hemisphere (see fig. 1.5).

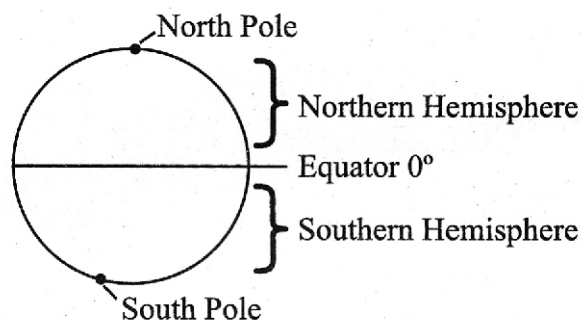
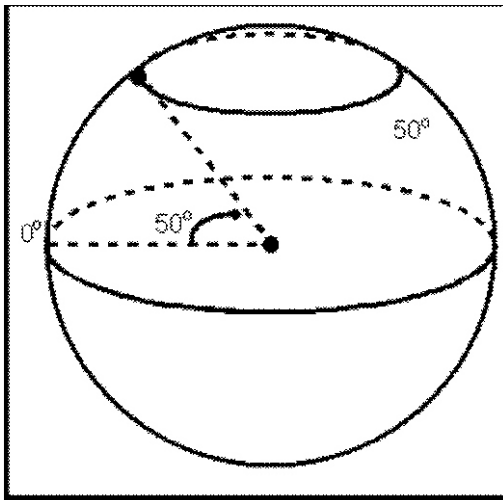



Fig. 1.5 The Northern and Southern Hemispheres

There are 90 imaginary lines of latitude in each hemisphere. That is, 90 equally distanced parallel lines north of the Equator and 90 equally distanced parallel lines south of the Equator. The lines of latitude run in the east-west direction in complete circles around the Earth. The bold lines show the lines of latitude that are important enough to be given special names (see fig 1.6).

The method of identifying lines of latitude The important lines of Latitudes

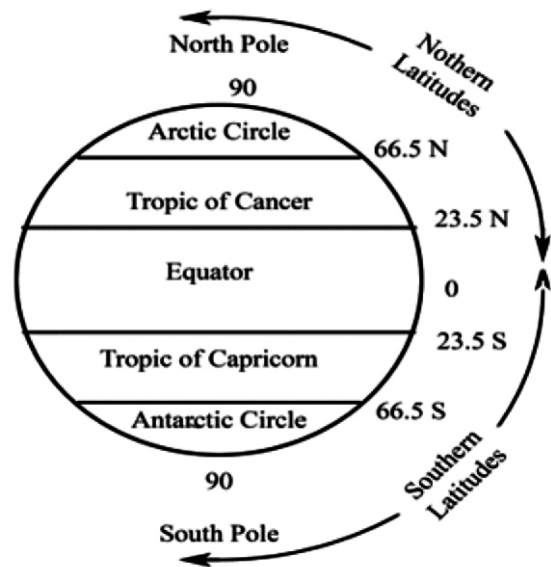



Fig 1.6 Lines of the Latitude

i. The Equator

The 0° latitude is called the Equator, because it divides the Earth into two equal halves: the Northern Hemisphere and the Southern Hemisphere.

ii. The Tropics of Cancer and Capricorn

There are two tropics. The latitude located at 23.5° north of the Equator is called the Tropic of Cancer. The latitude located at 23.5° south of the Equator is called the Tropic of Capricorn.

iii. The Arctic and Antarctic Circles

The latitude located at 66.5° north of the Equator is called the Arctic Circle. The latitude located at 66.5° south of the Equator is called the Antarctic Circle.

iv. The North and South Poles

The Pole located at 90° north of the Equator is called North Pole. The Pole located at 90° south of the Equator is called South Pole.

When you give the latitude of a place, you must always say whether it is north or south of the Equator. For example, the Arctic Circle is at 66.5° N while the Antarctic Circle is at 66.5° S. The only exception is the Equator which lies at 0°.

Lines of Longitude

Lines of longitude are imaginary lines drawn from the North Pole to the South Pole. That is, they run in the north-south direction. While each line of latitude completely encircles the Earth, each line of longitude goes only half way around the Earth.

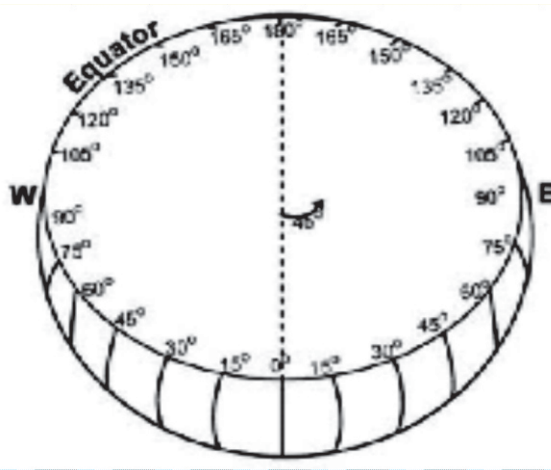
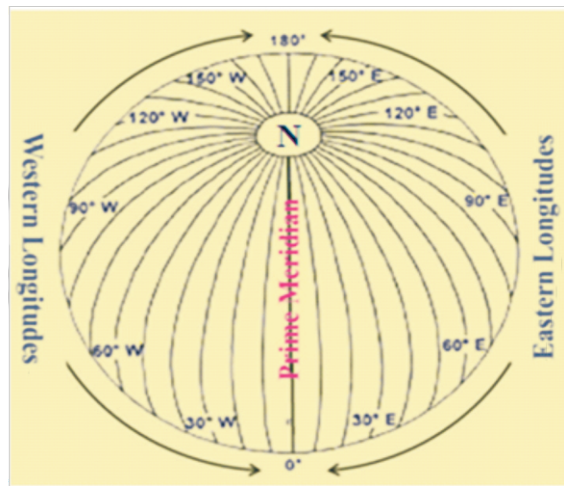
The most important line of longitude is the Prime Meridian at 0. Any line of longitude could be the Prime Meridian but by international agreement the meridian that passes through the town of Greenwich, England is the official Prime Meridian. There are 180 lines of longitude east of the Prime Meridian which are marked with E and 180 lines of the longitude to the West which are marked with W (see fig 1.7). Because the Earth is sphere. There are 360 lines of longitude. 180 lines of longitude to the East and 180 lines of longitude to the west of the Prime Meridian.

The method of identifying lines of longitude

The prime meridian and longitude 180

Fig 1.7 Lines of Longitude

Two lines of longitude are very important and are given special names:

i. Prime Meridian

The most important line of longitude is the 0° longitude also called the Prime Meridian. It is important because it is the starting point for measuring distance between east and west around the Earth. It is also important as the Coordinated Universal Time by which all countries and regions measure their time is based on it.

ii. International Dateline

Exactly opposite the 0° longitude or the Prime Meridian is the180° longitude which is also known as the International Date Line (IDL). Countries and regions lying on the east and west of the IDL have different dates. As you pass the International Date Line, you either gain a day (going west) or lose a day (going east.). Look at figure 1.8 you will see that unlike all the other lines of longitude the IDL is not a straight

line. This is to allow an entire country or region to have the same date.

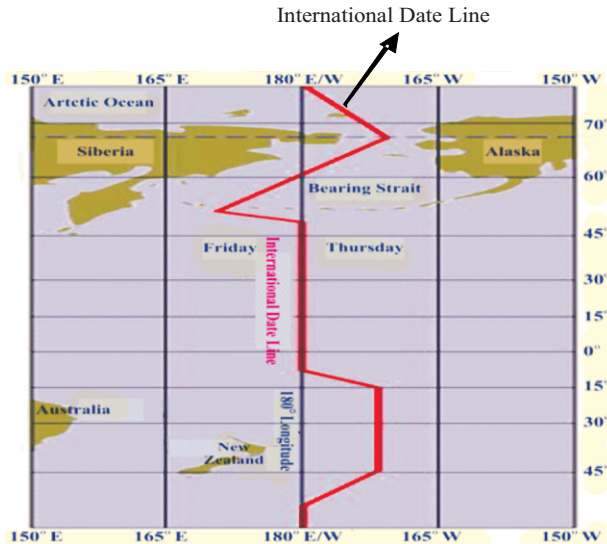
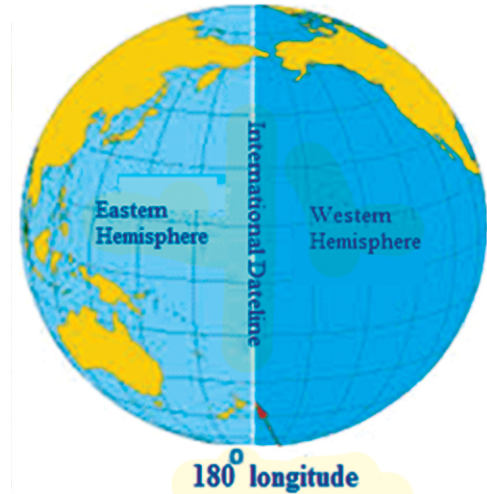
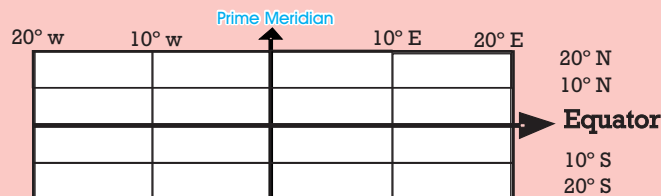



Fig 1.8 The International Date Line

The Prime Meridian and the IDL create a circle that divides the Earth into the eastern and western hemispheres. This is similar to the way the Equator at 0° latitude divides the Earth into the northern and southern hemispheres.

The eastern hemisphere is east of the Prime Meridian and west of the IDL. Asia, Australia, and most of Africa, are part of the eastern hemisphere. The western hemisphere is west of the Prime Meridian and east of the IDL. North and South America, the western part of the British Isles (including Ireland and Wales), and the northwestern part of Africa are part of the western hemisphere. Which hemisphere does Pakistan lie in?

Activity

Draw horizontal and vertical lines on a page in your book. Name the centre most horizontal line the Equator and mark off the others 10ºN, 20ºN as shown here. Name the centre most vertical line the Prime Meridian and mark off the other 10ºE, 10ºW. Draw a star in any grid and let your partner tell you which grid it is located in.

Draw a globe show the lines of longitude and latitude. Mark the 180º longitude as the IDL.

Identifying the exact location of a place using lines of latitude and longitude

If we look at the globe or a map, we will clearly see the lines of latitude and longitude. With the help of these lines, we can easily identify the exact location of a place on a map or globe. Let us learn how to identify the exact location of Islamabad by following the steps given below.

Fig 1.9 Map of Pakistan showing lines of Latitude and Longitude

1. Look for Islamabad on the map. It will be marked by a symbol that looks like this ■ .
2. Draw a horizontal line going through the symbol that marks Islamabad on the map. Divide the space between 32º N and 36º N into 4 equal parts. The horizontal line which you have drawn is very close to 33 ºN. The latitude is 33.42º N.
3. Draw a vertical line going through the symbol that marks Islamabad on the map. Divide the space between 72º E and 76º E into 4 equal parts. The vertical line which you have drawn is very close to 73º E. The longitude is 73.09º E
4. Read the latitude first. Read the longitude next. Therefore, Islamabad is at 33.42º N and 73.09º E.

Finding the exact location of place on map using lines of latitude and longitude

Every place shown in the atlas is listed in alphabetical order in the index at the back of the atlas. We will find entries like this Karachi 24.52ºN 67.03ºE. This tells us that Karachi is located at 24.52º N and 67.03º E. On the map in figure 1.10 find 24º N and draw a horizontal line very near it. Find 67º E and draw a vertical line very near it. You will see that Karachi is located exactly where the two lines meet.

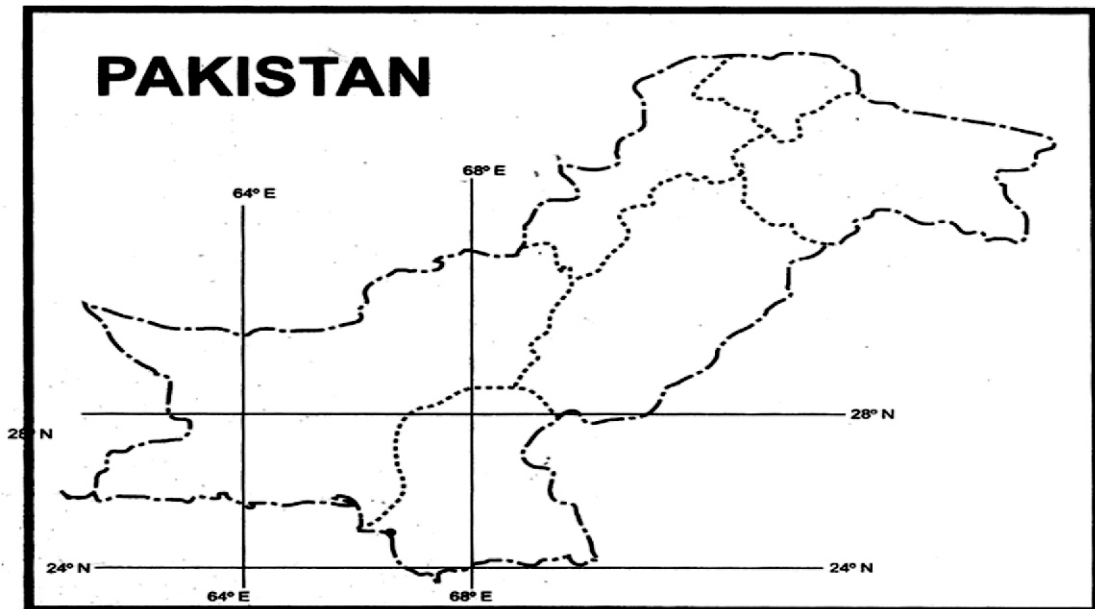



Fig. 1.10 Map of Pakistan

Activity

a. Using the same process you have just learnt identify the exact location of Peshawar and Hyderabad.

b. Find the cities located at i. 31.25ºN 73.9ºE ii. 25.22ºN 68.22ºE

The exact location of Pakistan

We have learnt how to identify the exact location of a place using the lines of latitude and longitude. To identify the exact location of a country, we have to find the furthermost point of that country in each of the cardinal directions: north, south, east and west.

Let us identify the exact location of Pakistan (see fig. 1.10)

- Find the northern-most point of Pakistan and read the latitude. It is 36.75ºN.
- Find the southern-most point and read the latitude. It is 23.45ºN.
- Find its eastern-most point and read the longitude. It is 75.5ºE.
- Find the western-most point and read the longitude. It is 61ºE.

Thus we can say that Pakistan is situated in the Northern Hemisphere between 23.45º N and 36.75º N and between 61º E and 75.5º E.

Importance of Pakistan's Location

As we have just learnt, Pakistan is located in the Northern hemisphere between the latitudes of 25º N and 37º N. Since this region experiences all the four seasons in a year, a great variety of crops are grown and livestock raised here.

We have also learnt that Pakistan is located in the continent of Asia, in the region known as South Asia. Because of this it is a member of the South Asian Association for Regional Cooperation (SAARC). It has a very friendly relationship with the highly industrialized country of China in the North. There are many Muslim countries that are situated close to it and with which it has friendly ties. The Arabian Sea, which is located in the south of Pakistan, plays an important role in international trade.

Scale

It is impossible to draw a map the same size of the feature on the ground. A map, therefore, is a scaled down version of the feature on the ground. A map scale compares the distances on a map to the actual distance on the Earth's surface. The scale of a map can be expressed in three ways: as a statement, a line or a ratio.

i. **Statement Scale**

The scale that is described in words and numbers as shown in figure 1.10 is called a statement scale. The given scale means 1 centimeter (cm) on the map is equal to 10 kilometers (kms) on the ground..

1 cm on the map represents 10 kms on the ground

Fig 1.11 A Scale statement

ii. **Line Scale**

In the line scale, a line several centimeters long is divided into equal parts. In figure 1.11 the distance between 0 and 100 kilometer is 2 centimeters. This means that 2 centimeters on the map is equal to 100 kilometers on the ground or 1 centimeter on the map is equal to 50 kilometers on the ground.

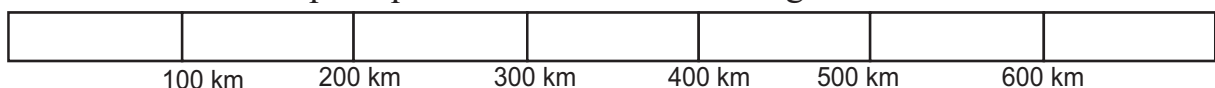
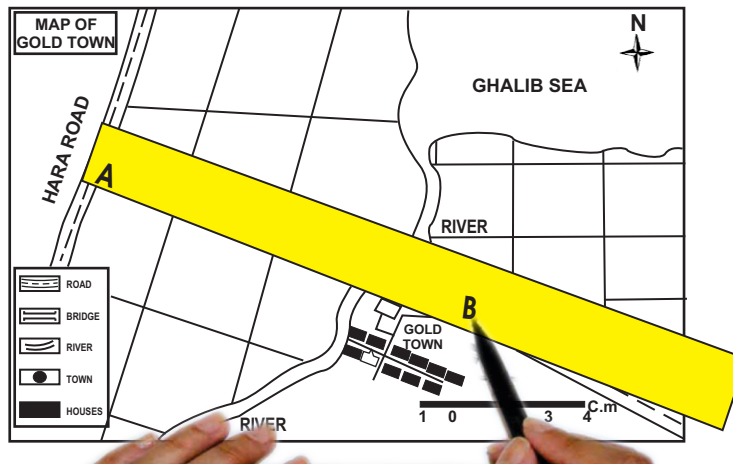



Fig 1.12 A Line scale

iii. **Ratio or Fractional Scale**

In this type of scale, no unit of distance is mentioned. Rather, a ratio is established that can be put into all units of distance. For instance, 1: 100. In this

ratio, if 1 means 1 centimeter, 100 would mean 100 centimeters and if 1 means 1 kilometer, 100 would mean 100 kilometers.

A child measuring the distance between Hara road and Gold town.

Using scale to find actual distance Figs. 1.13

Let us learn how to measure the distance between two places by measuring the distance between Hara Road and Gold Town.

1. Look for Hara Road and Gold Town on the map
2. Place a straight piece of paper between Hara Road and Gold Town. Mark Hara Road as A and Gold Town as B on the paper.
3. Place the paper against the line scale on the map with A on the 0 mark. note the position of B. In this case, the distance is more than 13 kilometers.
4. To find out exactly how much over 13 kilometers the distance is, you can place the paper on the scale to the left of the mark and identify the fraction.
5. The distance between Hara Road and Gold Town is 13.5 kilometers.

Activity
Using the map in figure. 1.9 measure the distance between Karachi and Islamabad. What is the distance on the ground?

Using scale to measure roads and rivers

Roads and rivers are not usually straight, they are often curved. To measure curved distances, you should use a piece of thread.

1. Put one end of the thread at one end of the road or river to be measured.
2. Trace the length of the road or river with the thread.
3. When you come to the end of the road or river mark the thread.
4. Now put the thread on the scale and measure it as you did to identify distance Between two places.
5. Write down the reading.

Activity
Using a piece of thread, measure the length of the River Indus on a map of Pakistan. How long is it.

World Time- Zones

The world time-zones are based on the fact that the Earth moves through 15 degree of longitude each hour. Therefore, there are 24 standard time-zones (24 hours X 15º = 360º) (see fig. 1.14). Time zones are counted from the Prime Meridian (0º longitude), which runs through Greenwich, England. Each time zone is based on a central meridian, counted at 15º intervals from the Prime Meridian, and extends 7½º to either side of the central meridian. The first time-zone is marked as "0" which lies between 7.5° longitude on either side of the Prime Meridian. The last time-zone is marked as "12" which lies between 172.5° longitudes on either side of the International Date Line. The time-zones that lie to the east of the 0 time-zone are denoted with plus (+) sign, whereas the time-zones that lie to the west of the 0 time-zone are denoted with minus (-) sign. The 0 and 12th time-zones are common to both the eastern and western groups. With the 0 time zone, neither the plus nor the minus sign is used, whereas with the 12th time zone, both plus and minus signs are used.

The world time-zones establish a relationship between the lines of longitude and time. The difference of time between any two adjacent time-zones is one hour. It means, for every 15° of longitudes the difference of time is 1 hour (4 minutes for 1° of longitude). Pakistan is located in the +5 time-zone; therefore, its time is five hours earlier than the time of London which is located in the 0 time-zone. Thus, when it is 8pm (night) in Pakistan, it is 3pm (afternoon) in London on the same date.

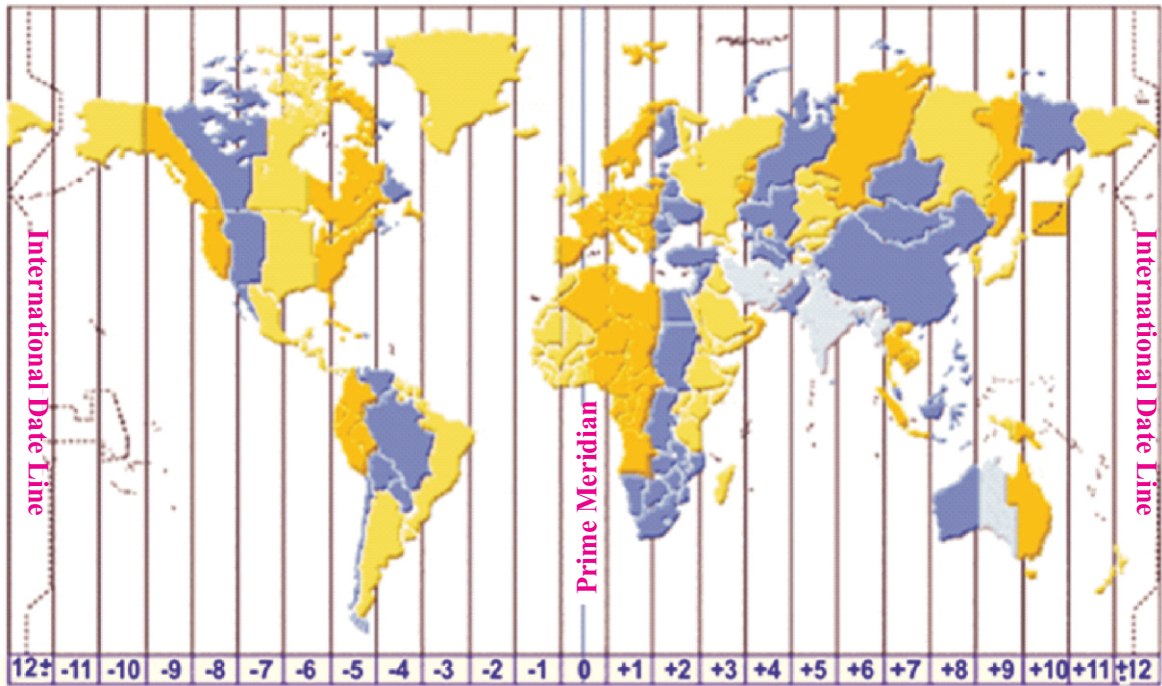



Fig. 1.14 World time zones

Kinds of Maps

A map is a drawing which shows the whole or a part of the Earth's surface. Maps show where one place is in relation to another. There are many kinds of maps. Three kinds of maps are explained below.

Physical Maps

Look at figure.2.1 on page 18. This is a physical map. It uses colour to show physical features such as mountains, hills, rivers and seas.

Political Maps

Look at figure 1.1 and 1.2. These are political or administrative maps. Political maps show the borders between countries and cities.

Relief Maps

Look at figure 2.3 on page 22. This is a relief map. It shows the height of hills and mountains and the depth of seas and oceans using different shades of color.

SUMMARY

In this chapter, we have learnt that there are 180 imaginary lines of latitude and 360 imaginary lines of longitude and that these lines help us locate places on maps and globes. The lines of longitude also help us determine the time in places around the world. We have also learnt that there are many different kinds of maps such as physical, political and relief maps and that all maps have scales. The scale on a map may be expressed as a statement, a bar or a ratio and we can use the map scale to determine distance between places as well as to measure the length of features such as rivers and roads.

EXERCISE

A. Multiple choice questions

1.For every question, three answers are given; tick the correct one.

i. The imaginary lines that run in the north-south direction on a map are called

a. Latitudes b. Longitudes c. Parallels

ii. The latitude at 23.5 S is called

a. Arctic Circle b. Tropic of Cancer c. Tropic of Capricorn

iii. Into how many time-zones has the world been divided?

a. 12 b. 15 c. 24

iv. The map, that show us the border between countries are

a. Physical Maps b. Political Maps c. Relief Maps

v. What map would shoe us mountains and rivers

a. Physical Maps b. Political Maps c. Relief Maps

B. Answer the following questions

1.How many imaginary lines of latitude and longitude are there?

2.Name the main lines of latitude and longitude.

3.Name and describe the types of map scales.

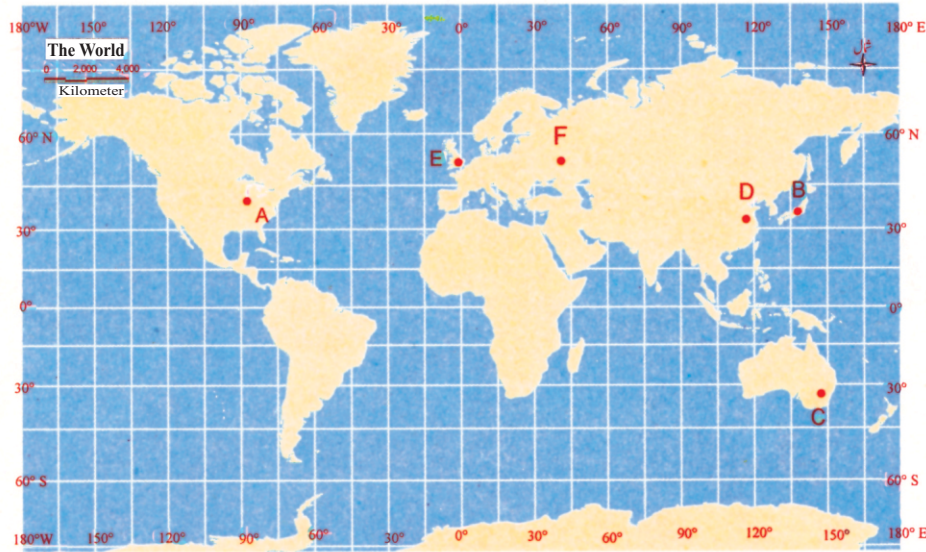
4.State three reasons why the location of Pakistan is important.

C. Complete the table

1. The figure below shows a map of the world.

a. Identify the main lines of latitude and longitude on the map

b. The capital cities are marked on it.

c. Fill in the latitudes and longitude in the given table. The first one is done for you.

Map of World

Sr. No	CITY	POSITION		LETTER
1	Beijing	39° N	116° E	
2	Washington			
3	Moscow			
4	Tokyo			
5	London			
6	Canberra			

1. Using a map scale, measure the distance between Karachi and Sukkur on a map of Sindh.
2. Using a map scale, measure the length of the river Indus on a map of Pakistan.
3. Buy a cheap plastic ball. Measure a point that is at an equal distance from the top and bottom of the ball, mark it as the Equator. Divide each hemisphere to show the remaining important lines of latitude.
4. Measure the length and breadth of your classroom. Now make a map of your classroom in your copy. Write a statement scale for it.

E. Extension activity

Turn on the index at the back of an atlas. We will see that every place shown in the atlas is listed in alphabetical order. We will find an entry like this: Multan 36 B3, 03.10 ° N 71.36° E. This tells us that the best place to find Multan is on page 36 in the grid B3. It also tells us that Multan is located at 30.10 ° N and 71.36° E. Turn to the index of your atlas and find the location of the three different cities.

CHAPTER 2

THE PHYSICAL REGIONS OF PAKISTAN AND THE WORLD

Learning Outcomes

After studying this chapter the students will be able to:

1. Define the term "Regions" and give examples.
2. Identify the key physical regions of Pakistan.
3. Describe the distinctive characteristics /features of each physical region of Pakistan.
4. Locate physical regions sharing similar characteristics on a world map.
5. Compare the life of the people living in different physical regions of Pakistan with people living in similar regions in other countries.
6. Locate, interpret and present information in the form of a tourist guide book of he country of their choice.
7. Define the term Interdependence.
8. Identify the variety of ways in which people are interdependent.
9. Describe the ways the people of Pakistan are interdependent.
10. Explain various ways in which the countries of the world are dependent.

THE PHYSICAL REGIONS OF PAKISTAN AND THE WORLD REGIONS

Just as our faces have features such as eyes and ears, every place or environment has features. There are two types of features natural and cultural. A region is an area that has one or more common natural or cultural features or characteristics. Regions that share a common physical feature are called physical regions. For example, the equatorial region is a natural region that is situated between 5° N and 5° S of the Equator. This region shares a similar climate. In the same way all areas that have high lands are called mountainous regions. Regions that share a cultural feature, for example, language or political system are called cultural regions. For example, in East Africa English is commonly spoken, where as in West Africa French is spoken. East Africa is called an English speaking region, whereas West Africa is called a French speaking region.

Activity

a. Define the term 'Regions' and give an example of a different physical region and a different cultural region from the ones given above.
b. Draw a picture with at least 2 natural features. Show it to a classmate and have him/her identify the features.

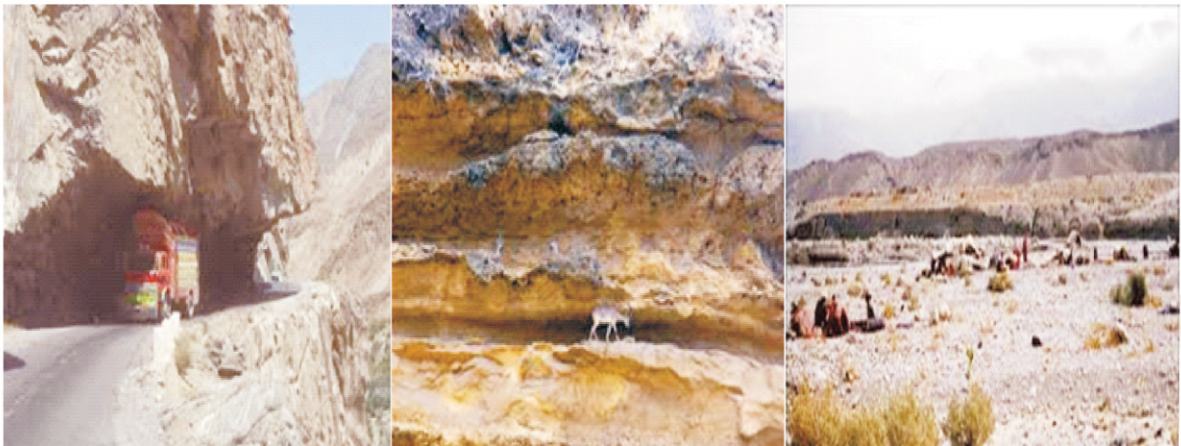
Major Physical Regions of Pakistan

Look at the physical map of Pakistan given below. On the basis of its physical features, Pakistan can be divided into the following regions:

1. **The Mountainous Region**
2. **The Plateaus**
3. **The Indus Plains**
4. **The Coastal Region**
5. **The Desert Region**

Fig 2.1 The Physical Map of Pakistan

1. The Mountainous Region

There are many mountains in the north, northeast and northwest of Pakistan. This region is made up of three mountain ranges: the Himalayas, the Karakorams and the Hindukush. To the south of the Hindukush lie the Koh-e-Safed range and the Sulaiman range. Between the mountains are deep river valleys.

The Mountainous Region of Pakistan

Teacher's Note
Get or make a large map of Pakistan. Cover it with plastic. When teaching about the physical features of Pakistan, ask students to fill in the areas on top of the plastic so that the map can be cleaned and used again.

The Himalayas

The Himalayas are in the northeast. They can be divided into three ranges on the basis of their height.

❖ **The Sub-Himalayas**
- southern range of the Himalayas
- located in the district of Rawalpindi
- height of about 600 to 1200 metres above sea level

❖ **The Lesser Himalayas**
- between sub and greater Himalayas
- located north of Rawalpindi
- height of about 1800 to 4600 metres above sea level

❖ **The Great Himalayas**
- located in district Kohistan
- covered with snow throughout the year
- height of about 6500 meters above sea level

Because of the cool climate in the lesser Himalayas people have developed places like Murree, Nathiagali and Ghoragali into hill stations. Both Pakistanis and tourists come here to enjoy the cool weather and natural beauty.

Cool weather and natural beauty of the Lesser Himalayas

The Karakoram Mountains

The Karakoram Mountains lie in the North of Kashmir and in the Gilgit-Baltistan area. The mountains in this range are very high. K-2 the second highest mountain in the world, is part of this range. Mountain peaks like the K-2 remain covered in snow throughout the year. Because the Karakoram mountains are very high it is difficult to cross them. Therefore, a few passes (passages) have been made through the mountains. The Karakoram Highway, the highest road in the world has been built for the transportation of goods and people between Pakistan and China. Most of the people live in the fertile valleys of Hunza and Gilgit.

K-2, the second highest peak in the Karakoram Mountains

The Hindukush Mountains

The Hindukush mountains lie in the north-west of Pakistan. These mountains form a border between Pakistan and Afghanistan. The highest peak in the range Tirich Mir is located in Chitral, Pakistan. Like the Karakoram mountains, the mountain peaks of the Hindukush Mountains are also covered with snow throughout the year and have little vegetation on them. A few rivers such as the Kabul and Swat flow down from these mountains. People live in the valleys of Swat and Chitral that are located in these mountains.

Other Mountains and Hills

To the South of the Hindukush mountains lie the Koh-e-Safed range and the Waziristan Hills. These mountains form a border between Pakistan and Afghanistan. The most famous pass here is the Khyber Pass which links Pakistan with Afghanistan. Here, people irrigate the land to grow wheat, rice, sugar-cane and tobacco.

Further South between the Indus Plain and the Balochistan Plateau lie the Sulaiman Mountains and the Khirthar Hills. The mineral limestone, found in this area, is used to make cement.

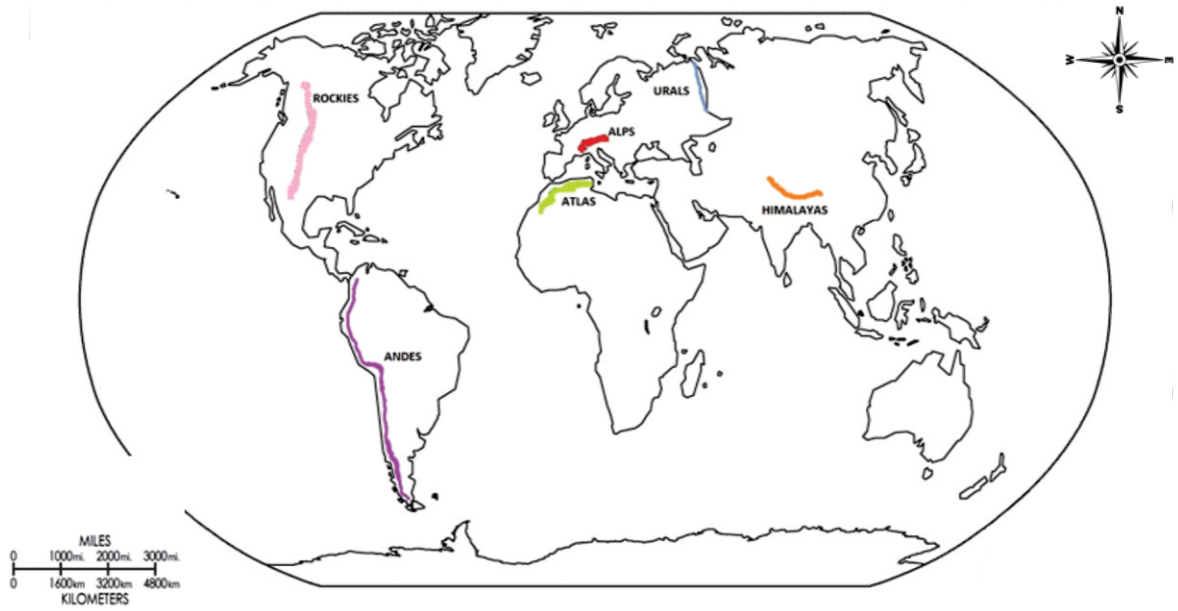



Fig 2.2 World map showing the main mountain ranges

Activity

a.Name the mountainous regions of the world, identify the countries they lie in.

b.Describe three distinctive features of mountainous regions.

2. The Plateaus

High land which is flat at the top is called a plateau or tableland. There are two plateaus in Pakistan: the Potwar Plateau and the Balochistan Plateau.

The Potwar Plateau

The Potwar plateau is located between the Indus and Jhelum rivers. It is 300 to 600 metres high. This area has little rainfall. Therefore, it is not suitable for agriculture. Minerals such as oil, natural gas, marble and limestone are found here. Many cities like Rawalpindi and Islamabad have developed here.

The Balochistan Plateau

The Balochistan Plateau is located to the West of the Suleiman Mountains and Khirthar Hills. It is 600 to 900 metres high.The area gets very little rainfall throughout the year. The shortage of water and the rocky surface make It unfit for agriculture.In some areas where water is available, crops are grown using an underground irrigation system called Karez. Minerals such as coal, Gas, copper and marble are found here.

Cattle rearing in the Baluchistan Plateau

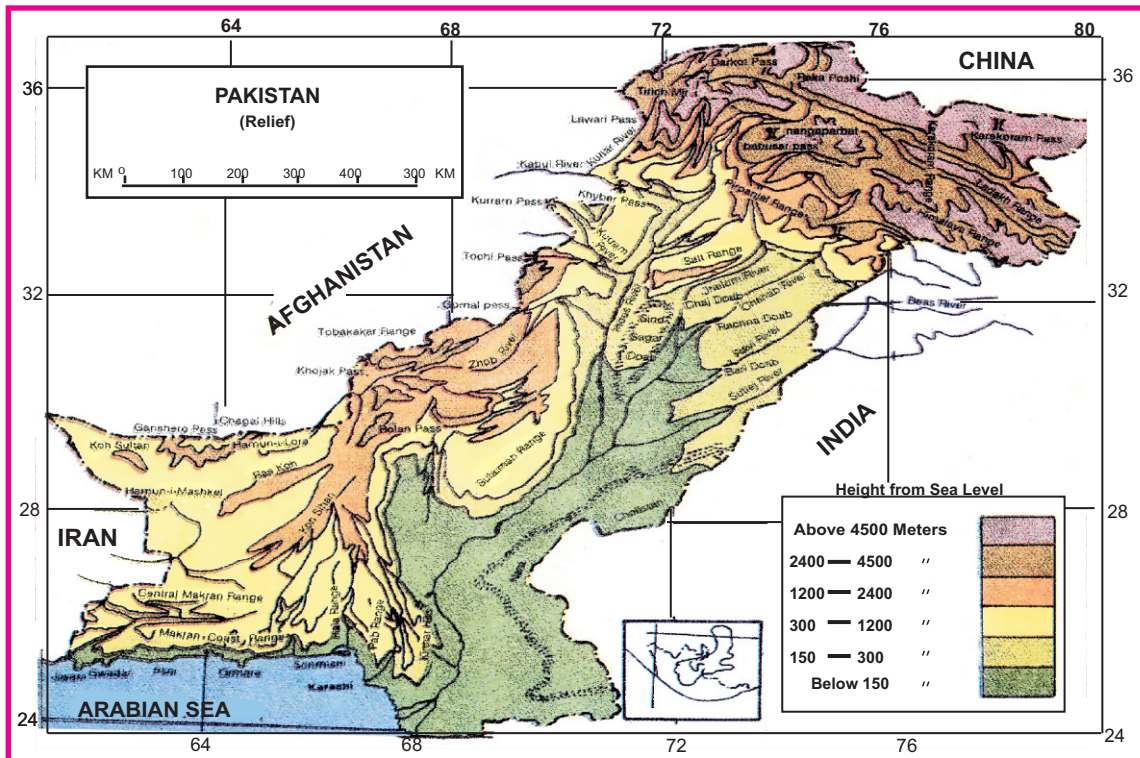



Fig 2.3 Relief Map of Pakistan

Activity

a.Name three plateaus in other parts of the world.

b.Describe the distinctive features of the plateaus.

3. The Indus Plains

Fields in the Indus plains

The River Indus is about 2700 kilometres long. It starts in the Himalaya Mountains situated in Tibet and enters Pakistan near Gilgit. When it enters Pakistan, the Indus is narrow, less than half a kilometer a wide, but it is

fast flowing. As it flows it is joined by many other rivers and streams. The sediment deposited by the River Indus and its tributaries have caused the formation of the Indus Plains. The Indus Plains can be divided into three parts: the Upper Indus Plain, the Lower Indus Plain and the Indus Deltaic Plain.

The Upper Indus Plain is the area where the Sutlej, Ravi, Chenab and Jhelum flow. The area between two rivers is called "doab" and is a very fertile area.

At Mithankot the River Indus is joined by its eastern tributaries. Beyond Mithankot the River Indus flows alone. The area through which the River Indus flows alone is known as the Lower Indus Plain.

Lower Indus Plain

The Indus Deltaic Plain is formed where the River Indus flows into the Arabian Sea. Due to the mixing of the sweet water of the Indus with the salt water of the Arabian Sea this area have large mangrove forests

The largest canal system of the world has been dug in the Indus Plains. The network of canals provides farmers in the Punjab and Sindh provinces with plenty of water for agriculture. Farmers grow wheat, cotton, sugarcane, rice and many fruits and vegetables in this area. Industries have also been set up here. Due to the availability of jobs and the presence of a suitable climate most of the people of Pakistan live in the Indus Plains. .

Activity

a. Name five plains in other parts of the world.

b. Identify three similarities between Plains of Pakistan and the plains you have named.

4. The Coastal Region

The coastal area of Pakistan stretches from Balochistan to Shah Bander in Sijawal, Sindh. It is nearly 1050 kilometers long. Karachi is situated along the coastline. It is a natural water channel and has been made into a seaport. Other sea ports such as Bin Qasim and Gwadar have been developed along the coast. The seaports have been developed for trade with other countries. They play an important role in the economic development of the country. Because of the sea along the coast many people engage in fishing. Some of the fish is eaten within Pakistan and the rest is exported to other countries.

Gwadar Port

Port Qasim

Activity

a. Name 5 major seaports of the world.
b. Describe the distinctive features of the Coastal Region of Pakistan.

5. The Desert Region

A hot desert is an area of land that is very dry because it receive with very little vegetation due to the little rainfall. Here is temperatures are extreme. Pakistan has three large deserts; Thar-Cholistan, Thal, and Chaghi-Kharan.

- The **Thar-Cholistan Desert** lies in the eastern parts of the Punjab and Sindh Provinces.Here, herding is the common occupation of the people.
- The **Thal Desert**, lies between Indus and Jhelum rivers. Here generally un- irrigated agriculture is practiced.
- The **Chaghi-Kharan Desert** that lies in the western parts of Balochistan Plateau is the most dry and barren.

The Thar Desert

The deserts are the driest parts of the country because the amount of rainfall here is very low. Most of the area is barren with large sand dunes. Canals have been dug to irrigate some parts of the deserts in order to grow crops.

Derawar Fort in Cholistan Desert

Kharan Desert

Activity

a. Name two hot and two cold deserts of the world.

b. Compare hot and cold deserts.

Life in the Different Physical Regions of Pakistan and the World

Life in the Mountains

The mountainous areas of Pakistan are thinly populated. The main occupations include lumbering (cutting of trees), herding, mining and providing services to tourists. The houses built here are simple. Due to the extremely harsh climate and lack of facilities, people living on high mountains migrate to lower lands in winters and return in the summer season.

A Simple House

Lumbering

Mining

The Alps of Europe have almost similar physical characteristics as the Himalayas. The main occupations include tourist services, industries, banking, education and dairy farming. Houses are sophisticated and stylish. Since facilities are available all year round, there is no seasonal migration.

Skiing and mountain climbing in Europe

Life in Plains

The plains of Pakistan are very fertile, because there is mineral-rich soil and plenty of water. In rural areas, agriculture is the main occupation, whereas in urban areas, people commonly work in factories and industries, and provides services such as education, health, and security. Since job opportunities are better in the urban areas, people from the rural areas migrate here. The population of the urban areas is therefore, increasing rapidly.

Farming done by hand | Animals kept on a farm | A Cement Factory

The plains of USA are also fertile. Agriculture is well developed. Most of the farming is done by machines, therefore, the number of people engaged in agricultural are much fewer as compared to Pakistan. Job opportunities and life amenities are equally good in the plain areas as in other parts of the country. Technology and means of transportation are very well developed as well.

Farming done by machine | Farm animals | A network of roads

Life in Deserts

The deserts of Pakistan are thinly populated. Because of the dry climate, agriculture is almost non-existent in most of the desert lands. Herding is the main occupation. Due to the lack of facilities people live in simple homes, are less educated and use camels for transportation.

Herding Cattle   Women bringing water from a distance   People travelling on camels

The desert of Arabia is also thinly populated. The people are wealthy because of the rich oil reserves. The road network is very well-developed and settlements are found at regular intervals. Camels were the common mode of transportation but now vehicles are also used.

Life in Coastal Areas

Pakistan has a long coastal belt. Fishing, boat-making and ship-making are the main industries in this region. Karachi, which is Pakistan's largest city, is located in this area. Being a port city and a center of international trade and industry, employment opportunities are better here than in other parts of the region. This region has great potential for development.

Fishing and boat making in coastal areas of Pakistan

The countries of East-Asia such as Malaysia and Indonesia also have large coastal areas. Industry, tourism and recreation services are very well-developed here. Because of the warm weather and beautiful beaches many tourists visit these countries providing them with a good source of income. Due to this, these countries are well developed and prosperous.

The countries of East Asia are well developed and prosperous

Interdependence

Interdependence is the reliance or dependence of people in one area for food, goods, resources, technology and knowledge from people in other areas. This interaction benefits the people of both areas.

Trucks used to transport goods from one place to other place

Train used to transport goods from one place to other place

Interdependence within Pakistan

Pakistan is a vast and diverse country. The physical features and climate are very different across its land. As a result, different kinds of resources are found in different parts of Pakistan. For example, in Punjab and Sindh the land and climate is good for agriculture, Khyber Pakhtunkhwa and Balochistan provinces have abundant mineral resources, while Gilgit-Baltistan has thick forests. Because of the variety of resources among these regions there are interdependent. For example, there is trade of different goods within the country. Food grains such as wheat, rice and maize are transported from Punjab and Sindh to the rest of the country, while mineral products are transported from Khyber Pakhtunkhwa and Balochistan to Punjab and Sindh. Similarly, the forest products of Gilgit-Baltistan are used in all places in the country.

Forests of Gilgit- Baltistan and Wood Trade

Activity

a. Define the term 'Interdependence'.

b. List at least three ways in which people are interdependent.

Interdependence in the World

Each country or region in the world possesses different kinds of resources. No one region is self-sufficient in all the requirements of its people.

When goods and services are sold to other countries they are called exports. Similarly, when goods and services are bought from other countries they are called imports.

A container ship, transporting goods across the seas

Exports earn money for a country which can be used by it to buy food, equipment or consumer goods from other countries. Exports of goods and services increases the income of a country and promotes its economic growth and development. For example, Pakistan exports rice, cotton and cotton textiles, leather and leather goods and sports goods. The money earned from exports is used to import heavy engineering machines and tools, trucks, and other capital equipment from the developed countries. Pakistan needs to export more goods and services so as to increase income which it can use for its development.

SUMMARY

In this chapter we have learnt the meaning of the term 'region', the characteristics of each or the physical regions of Pakistan and identified regions in other parts of the world that share similar characteristics. We have also learnt how people live in these regions in Pakistan and compared them with how people in similar regions in other parts of the world live. We have also learnt the many ways in which the people of Pakistan are interdependent on each other as well as the various ways in which countries of the world are interdependent.

EXERCISE

A. Multiple choice questions

1. How many major physical regions does Pakistan have?
   a) 1 b) 3 c) 5
2. How many plateaus are there in Pakistan?
   a) 1 b) 2 c) 3
3. In which continent are the Atlas mountains located?
   a) Africa b) Asia c) Europe
4. What is a common means of travel in hot deserts?
   a) Camels b) Donkeys c) Horses
5. What common human feature is shared by Spain, Brazil and Columbia
   a) Language b) political system c) System of Government

B. Answer the following questions

1. Define the term region. Name the main physical regions of Pakistan.
2. Define the term interdependence. Describe the ways in which the people of Pakistan are interdependent giving suitable examples.
3. Explain with examples the various ways in which countries of the world are dependent on each other.

C. Complete the table

Fill in the following table to compare the life of the people living in different physical regions of Pakistan with that of people living in similar regions in other countries of the world:

Name of the Physical Region	Physical Features of the Region	Life of People living in the region in Pakistan	Life of People living in the region in one other country of the world
Mountainous			
Plateaus			
Plains			
Coastal			
Desert			

D. Practical work

1. Draw an outline of the map of Pakistan. Using different colours identify the physical regions on it.
2. Choose any country of the world.
   a. Find out information about the country that you have chosen from different sources-newspapers and magazines, internet, someone in your family, etc.
   b. Prepare a Tourist Guide Book and present all the information in it.
   c. Try to make your Tourist Guide Book attractive and interesting by adding pictures (You may draw or cut and paste them) and photographs and interesting facts about the country.
   d. Display you Tourist Guide Book in the library for other students to read or just share your guide book with your classmates. This exchange of Tourist Guide Books with each other will help you and your classmates to know about more and more countries of the world.

E. Extension activity

After sharing the information with each other the students could be given a quiz based on the information about different countries of the world.

Teacher's Note

For the practical work, students may start by stapling sheets of paper together in the form of a booklet. They should be encouraged to present their work neatly. The cover of the Tourist Guide Book should also be designed in a creative manner.

Students should exchange their Tourist Guide Books to know about other countries of the world which other students have chosen. A quiz based on the information about different countries of the world may follow this activity to assess students' learning from this activity.

CHAPTER 3

CLIMATE

Learning Outcomes

After studying this chapter the students will be able to:

1. Define climate.
2. Explain the reasons for differences in climate.
3. Differentiate between climate and weather.
4. Identify the general types of climate (based on latitude).
5. Identify the different climatic regions on a world map.
6. Compare different climatic regions.
7. Describe the climate in the different physical regions of Pakistan.
8. Describe how the climate of different physical regions affects the life over there.
9. Use given information to calculate the average temperature and monthly rainfall of different places.
10. Construct bar graphs from given climatic data.
11. Explain the various ways by which the human beings activities affect climate.
12. Explain how human beings activities are responsible for the greenhouse effect.
13. Identify individual and societal actions that can be taken to reduce adverse effects of human beings activities on climate.

CLIMATE

In this class we will learn about climate, but before we do let us recall what we learned about weather in class IV. In class IV, we learned that the Earth is surrounded by a layer of gases called the atmosphere. The change in the atmospheric conditions: temperature, humidity, atmospheric pressure, winds and precipitation (rainfall and snow), of a place at a specific time is known as weather. Climate is the average weather condition of a place. Let us learn how we come to know the climate of a place.

In order to describe the climate of a place the weather records, that is, the records of the weather conditions (temperature, rainfall) of that place over thirty years are studied. Look at figure 3.1, it shows the record of the average monthly temperature and the total monthly rainfall for December for Apple town over the period of 30 years.

Year	Average monthly temperature for December (°C)	Total monthly rainfall for December (mm)
1	25.5	3.0
2	25.3	3.1
3	25.5	3.2
4	25.4	3.4
5	25.3	3.3
6	25.8	3.5
7	24.3	3.1
8	25.3	3.6
9	24.5	3.4
10	25.3	3.8
11	25.6	3.9
12	24.3	4.5
13	24	5.5
14	23.3	5.4
15	23.7	5.3
16	23.9	5.1
17	23.5	5.1
18	22.2	5.3

19	21.2	4.6
20	22.3	3.2
21	21.6	4.2
22	21.5	4.2
23	21.5	5.4
24	21	3.2
25	21.3	3.4
26	21.4	3.5
27	21.6	6
28	21.7	5.8
29	21.8	5.3
30	21.9	4.2

Fig 3.1 Record of average monthly temperature and total monthly rainfall of Appletown for 30 years

In order to describe the climate of Appletown, meteorologists find the average weather experienced over 30 years as shown in figure 3.2

3 years average temperature = $\frac{\text{Sum of average monthly temperature for 30 years for December (°C)}}{30}$

30 years average rainfall = $\frac{\text{Sum of total monthly rainfall for 30 years for December (mm)}}{30}$

Fig 3.2 How to calculate climate of a place

Activity

a. Using the information in figure 3.1 and the formula in figure 3.2 calculate the average temperature and monthly rainfall for December in Appletown.

b. Use the data in figure 3.1 to prepare a bar graph showing the total monthly rainfall for Appletown.

The General Types of Climate in the World

No two places on the Earth have exactly the same climate. However, based on the latitude there are regions with similar average temperatures and average rainfall giving rise to four general types of climate:

i. **Equatorial climate**. This region lies between 5°N and 5°S of the Equator. The climate is generally hot. There is only one season, that is, summer.

ii. **Tropical climate**. This region lies between 5° N and 23.5° N (Tropic of Cancer) and between 5° S and 23.5° S (Tropic of Capricorn). The climate is generally hot. There is a long and hot summer and a short and cool winter.

iii. **Temperate (moderate) climate**. This region lies between 23.5° N (Tropic of Cancer) and 66.5° N (Arctic Circle) and between 23.5° S (Tropic of Capricorn) and 66.5° S (Antarctic Circle). The Climate here is moderate, that is, it is neither very cold in winter nor very hot in summer. This region enjoys all four seasons: summer, autumn, winter and spring.

iv. **Polar climate**. This region lies between 66.5° N (Arctic Circle) and 90° N (North Pole) and between 66.5° S (Antarctic Circle) and 90° S (South Pole). The climate here is extremely cold with temperatures remaining below freezing point throughout the year. There is only one season, that is, winter.

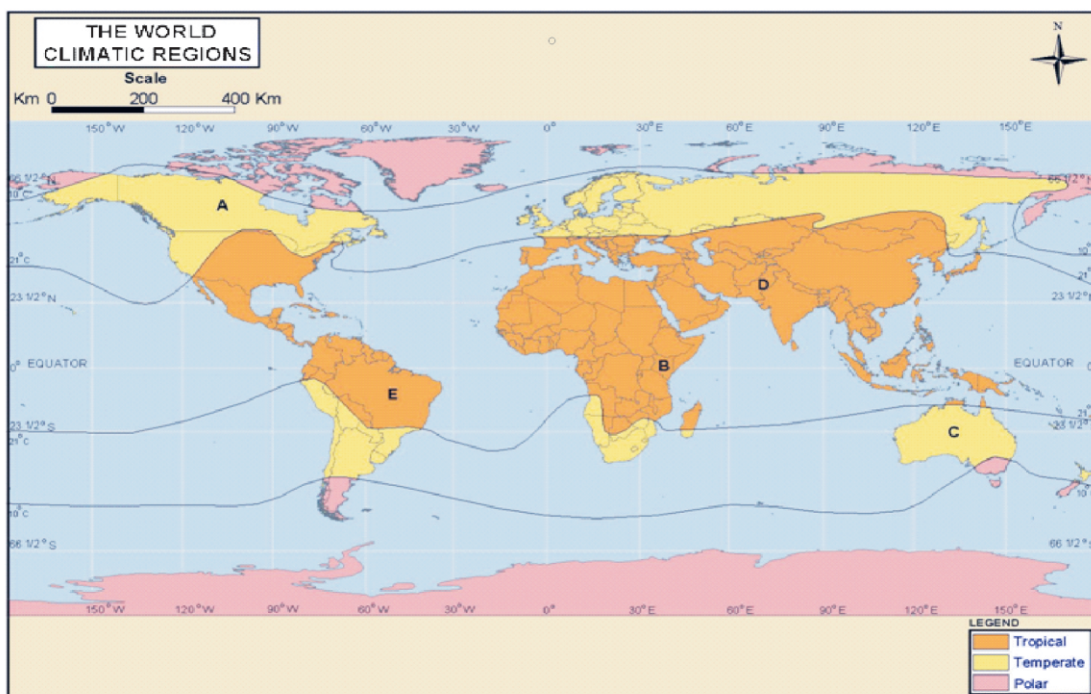



Fig 3.3 Major Climatic Regions of the World

In figure 3.3 we can see that the lines that help us identify the major climatic regions of the world are similar to the important lines of latitude in figure 1.6.

Some Reasons for the Difference in Climate

The difference in climate of countries, or in the many parts of a large country is caused by many factors. Here we will study how latitude or distance from the Equator, altitude (height above sea level) and distance from the sea, affect climate.

Latitude or distance from the Equator

Figure 3.3 shows that the hottest places are near the Equator. As we move from the equator towards the poles it becomes cooler. Figure 3.4 shows us that the temperature is higher at the Equator than at the poles because

- More of the sun's heat is hitting a smaller area of the Earth's surface at A as compared to B.
- The sun's rays have to travel a shorter distance. Therefore, less heat is lost during the journey to A than to B.

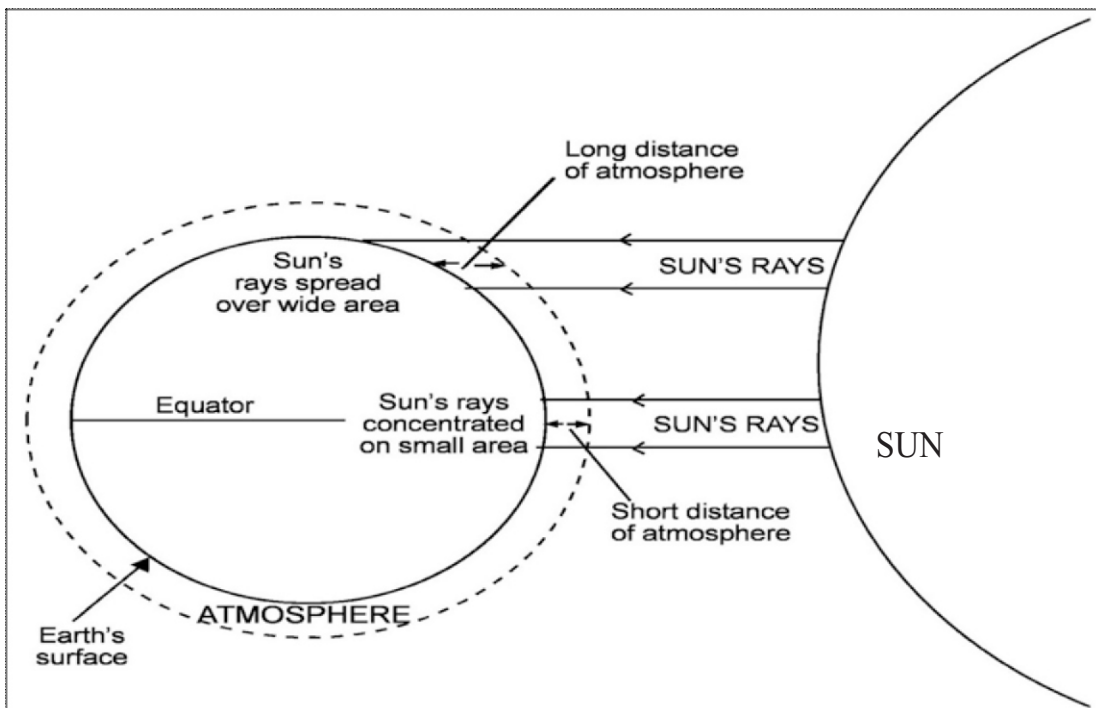



Fig 3.4 How latitude affects climate

Altitude or height above sea level

As we go higher, that is, more above sea level, the air becomes cooler at an average rate of 0.6°C for every 100 meters gained in height. So, it is cooler on the mountains than on the plains. For example, if the temperature on the plains (at sea level) is 30°C and the mountains nearby are at a height of 1000 meters then the temperature at the top of the mountains will be 24°C.

Distance from the Sea

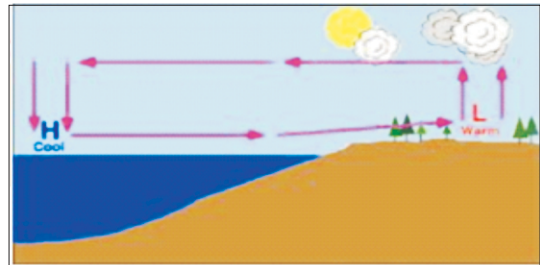
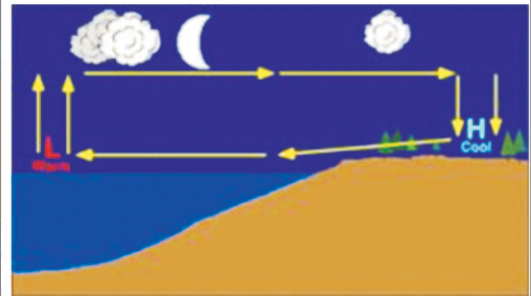
As compared to the land, water heats up slowly and cools down slowly. Thus, the sea is cooler than the land in summer and warmer than the land in winter. During the summer, the sea is cooler than the land so places near the sea remain cool. In the winter, the sea is warmer than the land so places near the sea remain warm. As a result places which are near the sea do not have very big differences in temperature throughout the year. Places that are further inland are more likely to have extremes of temperature. For example, Karachi is near the sea and Jacobabad is farther away from the sea. Therefore, Karachi is cooler than Jacobabad in summer and warmer than Jacobabad in winter. Karachi also has less variation in its temperature throughout the year than Jacobabad does.

The cool breeze from the sea cooling the warm land during the day.

The warm breeze from the sea is heating the land during the night

Fig. 3.5 How distance from the sea affects the climate

The Climate of Pakistan

From the map in figure 3.3 we can see that Pakistan lies just north of the Tropic of Cancer. It should, therefore, have a temperate climate. However, differences in

Fig 3.6 Map of Pakistan showing temperature at different places in January

latitude, altitude and distance from the sea means there are differences in the climate in different regions of Pakistan.

Fig 3.7 Map of Pakistan showing temperature at different places in June

In chapter 2 we learnt about the different physical regions of Pakistan. Let us see what the climate of each region is.

The Mountainous Regions

The north, north-east and north-west mountainous areas of Pakistan are high above sea level. Due to the high altitudes, winter here is cold and long. During winter, that is, October to April, the temperature stays below $10^{\circ}C$. Often times the temperature goes below freezing point ($0^{\circ}C$). There is snowfall and the mountain peaks remain covered with snow throughout the year. In summer, that is, May to September, it is warm. June and July are the hottest months. However, the heat is often reduced by monsoon rain.

The Indus Plain Areas

The Punjab and most of Sindh are part of the Indus Plain areas. The summers are very hot and long. Summer extends from March to November and in northern Punjab from April to October. June is the hottest month. In the northern Punjab monsoon rains brings relief from the heat. In southern Punjab and Sindh, hot winds called "*Loo*" blow. Dust storms and thunderstorms occur during the summer. The thunderstorms cause heavy rainfall for a short time only. The rain causes the temperature to drop providing relief from the heat. Winter is mild with January

being the coolest month. The temperature in winter ranges from 10°C to 21°C.

The Coastal Areas

The narrow coastal strip of Pakistan experiences a long, warm summer and a short, mild winter. Summer is from March to November and winter is from December to February. Because of its closeness to the sea, in the summer the temperature in the coastal areas is lower than that in the Indus Plains and it is higher here than in the Indus Plains in the winter. During the winter season there are some cold days caused by cold winds blowing south from the Balochistan Plateau.

The Desert Regions

In the desert regions the summer is very hot and dry. Hot dusty winds blow throughout the summer. Winter is mild.

Activity:

Draw a table to show the temperature in each of the physical regions of Pakistan in January and June using the map in figure 3.6

How Climate Affects Us

The climate affects how we live. It affects such things as the clothes we wear, the food we eat, the sports we play, the work we do and the money we earn. Climate also affects where we live. Most people want to live in places that have a pleasant climate, that is, where it is neither extremely hot nor extremely cold. Therefore, most people in Pakistan live in the Indus plains.

i) **Sports**

Different climates offer different sports opportunities. For example, in cold, snowy climates, ice hockey, ice skating and skiing are popular sports. In warm and hot climates, people play sports such as cricket, hockey and football.

People skiing in the snow and playing field hockey

ii) **Dress**

The kind of clothing worn depends on the climatic conditions of a place. For example, thick garments are worn in places where the climate is cold so as to keep the body warm. In places where the climate is hot, thin garments are preferred, as they keep the body cool.

Girl in cool dress and boy in warm clothes

iii) **Food**

The people of cold regions usually eat meat, eggs, pulses and dry fruit. In warm and hot climates, the people like to eat vegetables, fresh fruits and curd and like to drink water, fruit juices and *lassi*.

Dry fruits and Lassi

iv) **Architecture**

Buildings are built to protect us from the heat and cold and to keep us comfortable. In cold climates, well insulated houses with slanting roofs are common. In hot climates, open and airy houses with straight roofs are common.

Buildings suited to cold and warm climates

Fig. 3.8 How climate affects our lives

Effects of the Activities of Human Beings on Climate

With the development of human civilization, the impact of human activities on climate has become more obvious. For example, the world's average annual temperature is gradually rising which is due to rise in the amount of carbon dioxide gas in the atmosphere. Some of the reasons for the increase in carbon dioxide in the atmosphere are as follows:

- Human beings are rapidly cutting down forests. Plants take in carbon-dioxide to prepare food. When forests are cut down it means more carbon dioxide remains in the atmosphere.
- The burning of fossil fuels (coal, oil, natural gas) in factories, vehicles, and homes releases large quantities of carbon dioxide into the atmosphere.
- Most of us like to eat beef. Cows release a large amount of methane into the atmosphere through belching and flatulence.

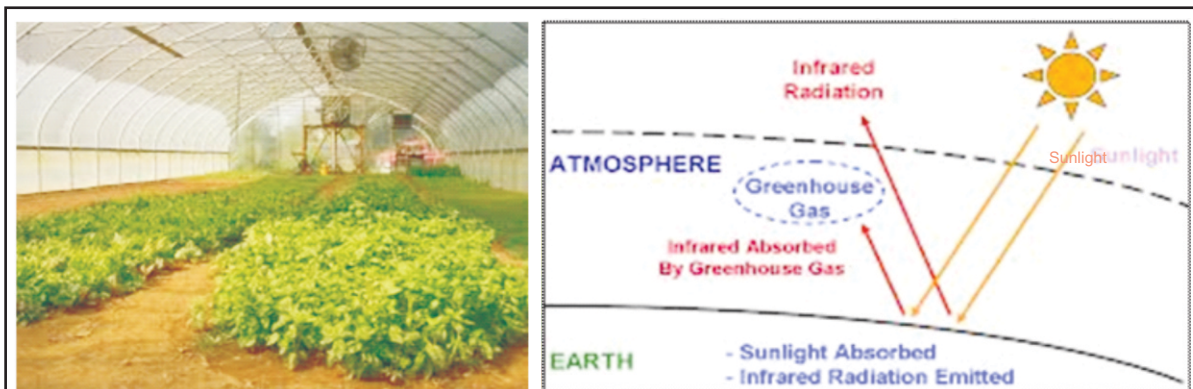
Forest being cut down

Burning of fossil fuels

Methane gas released by belching

Fig. 3.9 Effects of human activities on climate

The Greenhouse Effect

The world is getting warmer. The Earth's atmosphere is warming up just as if it was trapped inside a greenhouse (see fig. 3.9). The warming effect is called the

The panes of glass in a greenhouse let in heat from the sun. They, however, prevent it from escaping. This makes the air inside the greenhouse hot.

The Earth's atmosphere lets in the heat from the sun and traps it near the earth's surface. Too much carbon dioxide in the Earth's atmosphere prevents excess heat from escaping. This is the greenhouse effect!

Fig. 3.10 The Greenhouse Effect

greenhouse effect. Why? In many places special houses are built to grow plants. These houses are called Greenhouses. The panes of glass or plastic sheets let heat from the sun into the green houses, but prevent it from escaping out. This makes the air inside the greenhouse hot.

Similarly, the Earth is warmed by the sun. The Earth's atmosphere lets in the heat from the sun absorbing what it needs near the Earth's surface and sending the rest of it back into the atmosphere. The carbon dioxide in the atmosphere traps some of this heat, stopping it from returning into space. This is necessary because it keeps the earth warm. But if there is too much carbon dioxide in the atmosphere, it prevents the excess heat from escaping, producing the same effect as the glass or plastic sheets do in greenhouses. This is the greenhouse effect and the gases, that is, carbon dioxide and methane that cause it are called Greenhouse Gases. As a result of the human activities discussed above Greenhouse Gases are produced in large quantities which cause the Greenhouse Effect and result in the rise of global temperature causing global warming.

Protection of the Environment

The air, climate, vegetation, landforms and living organisms collectively form what we call the environment. The protection of the environment from deterioration is essential for our survival. The following are a few actions which can help to protect the environment from the harmful impact of human activities:

Person's intention to make the environment pollution free

1. **Individual Actions**
   - i) We should practice the 3 Rs Reduce, Reuse and Recycle.
   - ii) We should reduce our use of fossil fuels, like coal, petroleum and gas and use clean sources of energy like hydroelectricity, solar energy and wind energy.
   - iii) We should reduce our use of wood so that we do not need to cut down forests and we should plant more trees.
   - iv) We should reduce our use of energy by using saver bulbs to light our

Children planting trees

Cycling

homes and places of work, put the lights off when leaving a room and cycle or walk rather than using a motorbike or car if travelling only a short distance.

v) We should reuse boxes and bottles and recycle paper, glass and plastic.

vi) We should eat less beef and e eat more vegetables and pulses.

Increasing use of solar energy

2. Societal Actions

i) We can become part of a group working to protect the environment.

ii) We should participate in efforts of civil society organizations to raise awareness of the need to protect the environment.

iii) The government and civil society organizations should conduct reforestation programs regularly.

iv) We should encourage the government to increase the generation of energy from environment-friendly sources.

v) The public transport systems should be strengthened.

vi) Household trash and other garbage should be properly disposed of to reduce the production of methane gas.

Public transportation

Fig. 3.11 Actions we can take to protect the environment

SUMMARY

In this chapter we have learnt what is climate, the difference between weather and climate, the general types of climate in the world and reasons for the differences in climate. We have also learnt about the climate in the different physical regions of Pakistan and the effects climate has on how we live our lives. Most importantly we have learnt how human activities are affecting climate and threatening our environment and what we can do both as individuals and as a society to protect the environment and save our planet Earth.

EXERCISE

A. Multiple choice questions

1. For every question, three answers are given; tick the correct one:

   i. The region that receives vertical sunrays throughout the year is called
      a. Equatorial Region b. Polar Region c. Tropical Region

   ii. The climatic region that stretches between 23.5°N & 66.5°N and 23.5°N and 66.5°S latitudes is called
      a. Equatorial Region b. Polar Region c. Tropical Region

   iii. Which city of Sindh is located in the Coastlands?
      a. Hyderabad b. Jacobabad c. Karachi

   iv. Which gas do plants take in to produce their food?
      a. Carbon dioxide b. Methane c. Oxygen

   v. What is the average weather condition of a place called?
      a. Climate b. Monsoon c. Weather

B. Answer the following questions

i. Define the terms weather and climate.
ii. Differentiate between weather and climate.
iii. How do human activities affect climate?
iv. What is meant by the greenhouse effect?
v. List the positive and negative effects of climate.
vi. List three individual actions and three societal actions that can have a positive effect on climate.
vii. Explain the factors which affect climate.
viii. List the general types of climate.

C. Complete the table

In the table below show the differences in the dress, food, recreation and housing because of the differences in climate.

Equatorial Climate	Tropical Climate	Temperate Climate	Polar Climate
Dress			
Food			
Recreation			
Houses			

D. Practical activities

1. Draw a map of Pakistan. Use different colours to show the different climatic regions on it.
2. On an outline map of the world, use different colours to show the general climatic regions on it.

Rain fall of Sindh 2001-2010

Year	Rainfall in (mm)
2001	129
2002	312
2003	97
2004	172
2005	65
2006	535
2007	199
2008	126
2009	231
2010	356

Ref: Pakistan Metrological Department Karachi, Pakistan.

3. Draw a bar graph to show in graphical form the 10 years of rainfall given above.
4. Look at the map of the world and figure 3.3. Name the areas marked A, B, C, D, E. Identify the type of climate: equatorial, tropical, temperate, polar for each named area.

E. Extension activities

1. Find out the climate of one city in each of the different climatic regions of Pakistan. Describe the life of people in that city.
2. Make a poster to raise awareness of the actions humans can take to protect the environment.

Chapter 4

WHY DO WE LEARN HISTORY?

Learning Outcomes

After studying this chapter the students will be able to:

1. Differentiate between solar and lunar calendars.
2. Use solar and lunar calendars to differentiate intervals of time.
3. Differentiate between decades, centuries and millennia.

WHY DO WE LEARN HISTORY?

History is the study of how people lived in the past. Students have often asked, “Why do we have to learn about the people who lived in the past?”, “Why do we have to learn history?”

Why do you think it is important to study history?

We study history to learn how people lived in the past. We learn about the past because it helps us to understand our world today. History tells us how our way of life, that is, the language we speak, the way we dress, our laws and form of government began. It tells us how what happened in the past affects us today. In studying the history of other countries we learn why people in other countries have a different way of life from ours and how their past affects them today.

We also study history so as to make the world a better place for the people who live in it today and who will live in it in the future. We do this by trying to learn lessons from the successes and failure of the past.

1800s

Fig 4.1 The change in transportation and ways of dressing over time

> **Activity**
>
> Make a list of the things you would put in a box and bury so that people living in the future would know how you lived today. Near each item on the list write what people who found the box many years later would learn about how people lived today from that item?

Counting Time

In studying history, it is very important to know when things happened because the world has existed for a very long time. To be able to say when something happened we need to have a date from where to begin, a date we can call Year One.

Different people use different dates for their Year One. Often this date is an important date in their religion.

Types of Calendars

The sun and moon are means to count the passage of time. Time is counted as days, weeks, months and years. There are a number of calendars being used in the world today that tell us the day, week, month and year. The two most common are the solar calendar and the lunar calendar.

The Solar Calendar

Many countries use the solar calendar. The solar calendar is based on the time the Earth takes to travel around the sun. The Earth takes about 365 ¼ days to revolve around the sun. Therefore, one solar year is equal to 365 ¼ days. By adding the ¼ day, every four years an additional day is obtained. Therefore, every fourth year has 366 days and the year is called a leap year. The solar calendar has twelve months. The months are of 30 or 31 days, except February that is of 28 days and of 29 days in the leap year.

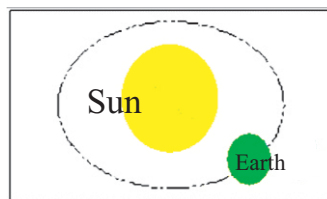



Fig 4.2 The Earth moving around the Sun

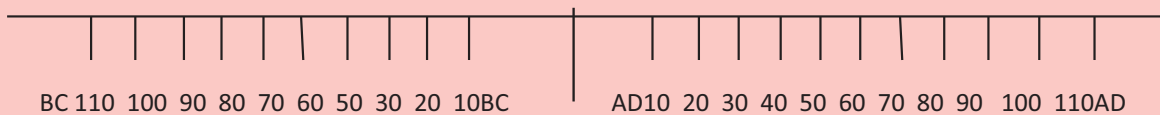
In this calendar, Year One is the year when Jesus Christ was born. After writing the year, the letters AD which stand for Anno Domini are written. Anno Domini means "In the year of our Lord" which means years after the birth of Jesus Christ. We know that Sir Syed Ahmed Khan was born in 1817AD this means one thousand eight hundred and seventeen years after the birth of Jesus Christ.

Many things happened before Jesus Christ was born. The time before Jesus Christ was born is shown by writing the letters BC after the year. BC stands for "Before Christ". For years before Jesus Christ we count back from Year One. For example, Asoka was born in 269 BC and lived for 37 years he died in 232 BC. On the other hand Shirin was born in 40 AD and lived for 60 years she died in 100 AD.

Fig 4.3 A timeline showing Year One in the Solar Calendar

Activity

1. Use the timeline to answer the question given below?

BC 110 100 90 80 70 60 50 30 20 10BC AD10 20 30 40 50 60 70 80 90 100 110AD

a. Saleem was born in 50 AD and lived for 40 years. He died in ________________

b. Mariam was born in 90 BC and lived for 60 years. She died in _______________

c. Sharukh was born in 105 BC and died in 40 BC. He lived for ________________ years.

d. Angela died in 95 AD at the age of 72. She was born in _____________________

Activity

What are the months of the solar year? Which was the last leap year? When will the next leap Year be?

The Lunar Calendar

The Lunar calendar is based on the time the moon takes to go around the Earth. The moon takes 29 or 30 days to go around the Earth, therefore, each lunar month is either 29 or 30 days long. Like the solar calendar, the lunar calendar also has twelve months. The solar calendar is, therefore, 11 days longer than the lunar calendar. The lunar calendar begins from the Hijrah or the migration of Prophet Muhammad (*Sall Allah-o-Alaihi-Wasallam*) from Makkah to Madina. All the events that followed are described in relation to the time after the Hijrah. For example, Prophet Muhammad *(Sall Allah-o-Alaihi-Wasallam)* died eleven years after the Hijrah. Hence, it is recorded as 11 A H. The letters A H stands for After Hijrah.

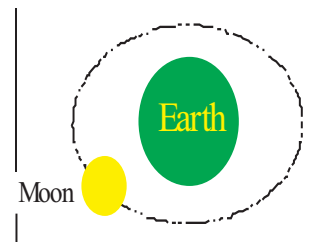



Fig. 4.4 The moon rotating around the Earth

Activity

List the twelve months of the Lunar calendar.

Look at today's newspaper. Find out the date according to both the Solar and Lunar Calendars.

Do you know?

- A period of ten years (10) is called a decade.
- A period of one hundred years (100) is called a century.
- A period of one thousand years (1000) is called a millennia.

SUMMARY

In this chapter we have learnt the importance of studying history. We have also learnt how the sun and the moon is used to count the passage of time and how to use the two calendars the solar calendar and the lunar calendar - to differentiate intervals of time.

EXERCISE

A. Multiple choice questions

1. For every question, three answers are given; tick the correct one.

i. How many days does a leap year have?
   a) 360 b) 365 c) 366

ii. How many days does February have in a leap year?
   a) 27 b) 28 c) 29

iii. How many years are there in a decade?
   a) 10 b) 100 c) 1000

iv. How many years are there in a century?
   a) 10 b) 100 c) 1000

v. What does a millennium mean?
   a) 10 years b) 100 years c) 1000 years

B. Answer the following questions

1. Why do we learn history?
2. What do BC, AD and AH stand for?
3. Name the twelve months in the solar or Christian and lunar or Islamic calendar.
4. How many days are there in a week, a month, a year?
5. How many years are there in a decade, century and millennium?
6. Compare (similarities and differences) the solar and lunar calendars.

C. Complete the table

Make a table to show the twelve months of the solar and lunar calendars.

	Months of the Solar Calendar		Months of the Lunar Calendar
1		1	
2		2	
3		3	
4		4	
5		5	
6		6	
7		7	
8		8	
9		9	
10		10	
11		11	
12		12	

D. Practical work

Make a time line of your own life showing important events on it. Draw or paste photographs of the events.

E. Extension activity

Find out your date of birth on the Solar and Lunar calendars.

Chapter 5

THE STRUGGLE FOR INDEPENDENCE

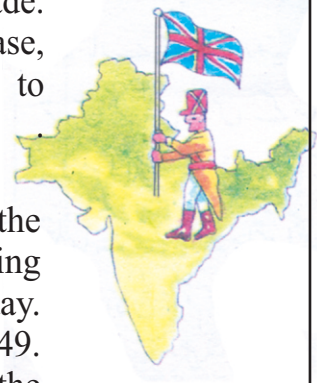
Learning Outcomes

After studying this chapter the students will be able to:

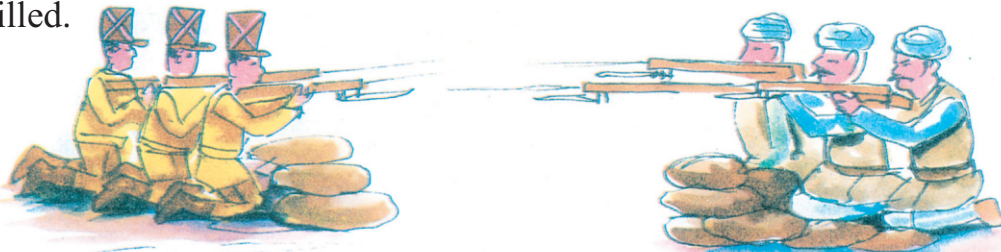
1. Describe major historical events that led to the creation of Pakistan.
2. Recognize that events in various parts of the world affect each other.
3. Identify examples of good character from the lives of important personalities of history.
4. Identify alternative solutions to problems of the past and recognize their possible implications.
5. Recognize that particular individuals, ideas, events, and decisions have had a great impact on history.
6. Predict how events might have turned out differently if specific individuals/groups had chosen their steps differently.

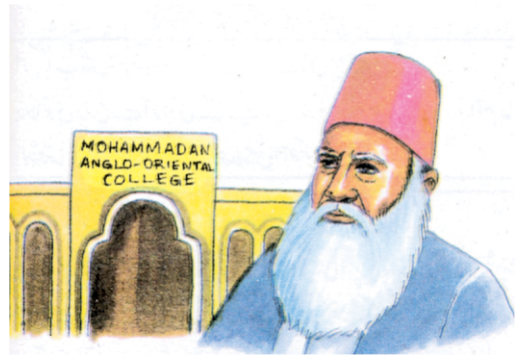
British Take Control of India

In class IV we learned that the British came to India to trade. When the power of the Mughal Empire started to decrease, the British, slowly changed from being traders in India, to bringing India under control.

Through different policies, the British gained control of the most of the subcontinent by 1818. The only areas remaining independent were the areas which form Pakistan today. These areas also came under British control by 1849. The British Empire now stretched from the Khyber Pass in the North to the Indian Ocean in the south and from Balochistan in the West to Bengal in the East.

War of Independence

After the British conquered India, the people struggled to free India from British rule. In 1857 they fought a war for independence. There were many causes for the War.

- The British did not respect local customs and traditions.
- They introduced laws to help them expand their empire. For example, one of the laws allowed the British to take away a state if there was no heir.
- They replaced Persian with English as the official language.
- The officers in the army (all British) received a large salary but the soldiers (all Indians) were given very low salaries.
- In 1857, the soldiers heard that the cartridges given to them for their guns were greased with the fat of pigs and cows. This hurt the religious feelings of the soldiers. They refused to use them and fought the British. Many soldiers and British officers were killed.

Founding of the Muhammadan Anglo-Oriental College

The British blamed the Muslims for the War of Independence and as a result they had to face many difficulties. Sir Syed Ahmed Khan, seeing the difficulties being faced by the Muslims, came forward to guide and lead them. He tried to get the British rulers to understand the reasons for the War of Independence and change their behavior towards the Muslims. At the same time, he advised the Muslims to learn English and science along with Islamic studies. For this purpose, he established the Muhammadan Anglo-Oriental College at Aligarh, which in 1920 became the Aligarh Muslim University. His efforts resulted in the Muslims receiving a good education. It also made them aware of the need to organize themselves to struggle for their rights.

Activity

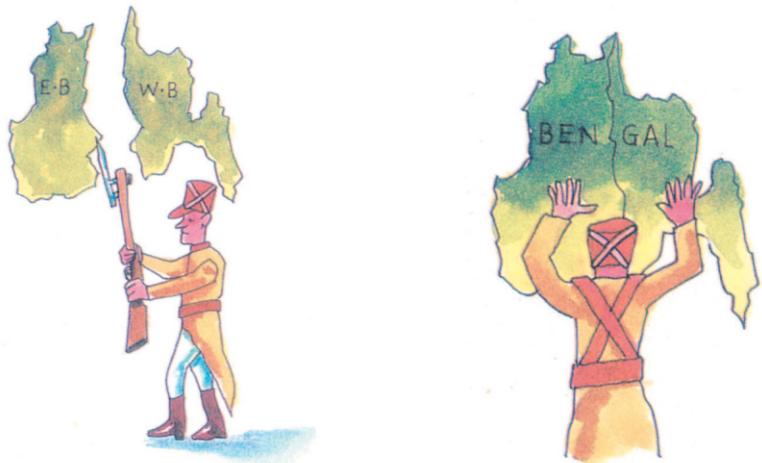
Write a note on the contributions (education, religion, political) of Sir Syed Ahmed Khan to the Muslims of the subcontinent.

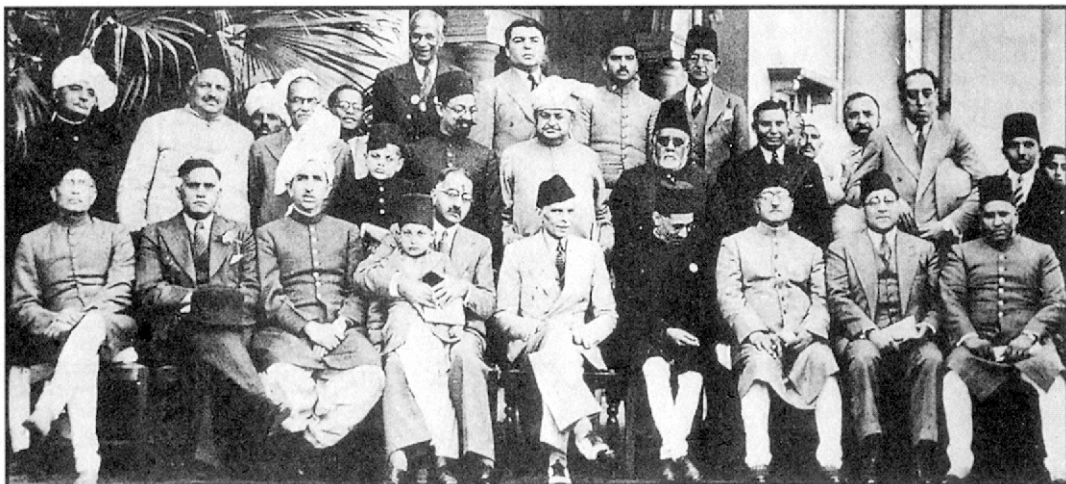
The Indian National Congress

In 1885, a British, A.O Hume formed a political party by the name of Indian National Congress. This party gained in popularity with the help of the British Government. Many Prominent Hindu leaders joined this party with in a few years, this party became completely a political party of the Hindus.

The Partition of Bengal

In 1905 the British partitioned Bengal into a largely Muslim East and a mostly Hindu West. There were protests against the partition. The protests were supported by the Congress.

The British government accepted the demands of the protesters and in 1911 Bengal was reunited.

Formation of the All India Muslim League

In 1906 Nawab Salimullah and other Muslim leaders set up the All India Muslim League. They did this to protect the rights and interests of the Muslims. In 1913, they also started working for a system of self-government (Indians would rule themselves) for India. At this time Quaid-i-Azam Mohammad Ali Jinnah became a member of the Muslim League.

The Lucknow Pact

After joining the Muslim League, Quaid-i-Azam Mohammad Ali Jinnah organized a joint meeting of the Congress and Muslim League in 1916. The two parties came to an agreement known as the Lucknow Pact. A very important part of the pact was that Congress agreed to separate electorates for the Muslims (this means that Muslims would vote only for Muslims).

World War I (1914-1918)

When Britain joined World War I, hundreds of thousands of Indian soldiers fought for Britain. In 1917 when more Indian soldiers were needed, the British Prime Minister promised the Indians will be given right of self-government if more soldiers fought in the war.

Do you know?

A World War I involved many Countries. World War I was fought between the Central Powers (Germany, Austria and Turkey) and the Allies (Britain, France, Japan, Russia and USA).

Activity

On a map of the World locate the countries that fought in World War I colour the countries that were part of the Central Powers red and colour the countries that formed the Allies blue

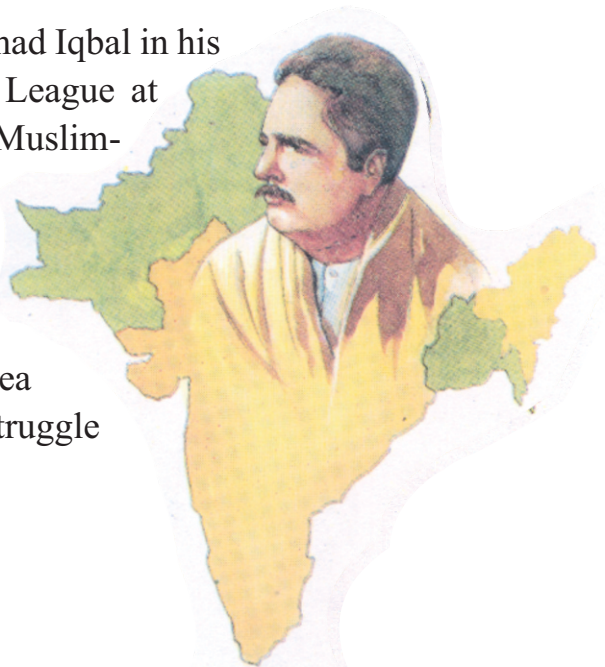
The Khilafat Movement (1922)

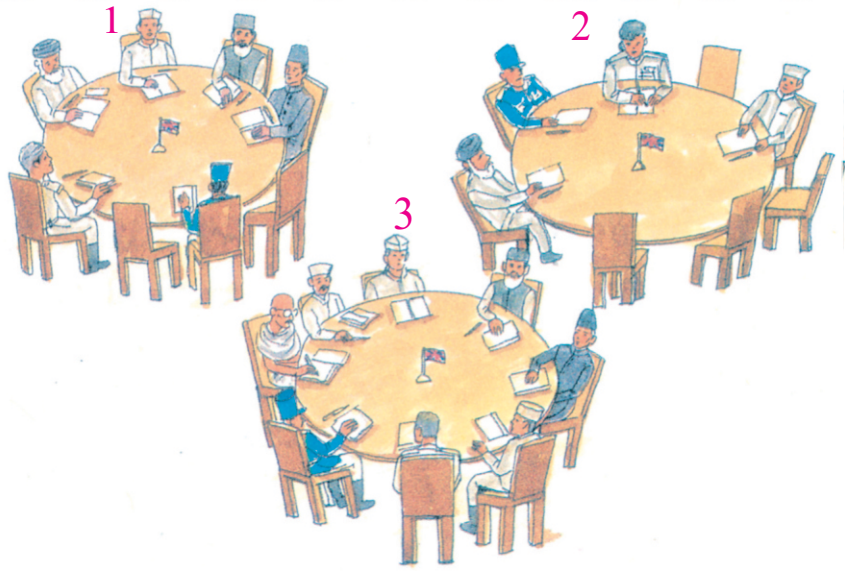
When the Allies won the war, the Muslims were afraid that they would destroy the Caliphate in Turkey. The Ali Brothers, Maulana Muhammad Ali and Maulana Shaukat Ali, started the Khilafat movement to stop the Allies from destroying the Caliphate The Khilafat Movement ended when Ataturk, a Turkish leader, overthrew the Caliph and made Turkey into a republic (people elect their own leader).

All Parties Conference

The Congress and Muslim League came together again in an All Parties Conference in 1928 to make a new constitution for India. The report of the Conference, commonly known as the Nehru Report was published in 1928. If the Nehru Report, would become the constitution it would make the Muslims a minority to be ruled by the Hindu majority. Quaid-i-Azam Mohammad Ali Jinnah presented a counter-proposal in 1929 consisting of “Fourteen Points”. This proposal asked for equal rights for all minorities and protection of Muslim interests. The Congress rejected Jinnah's Fourteen Points.

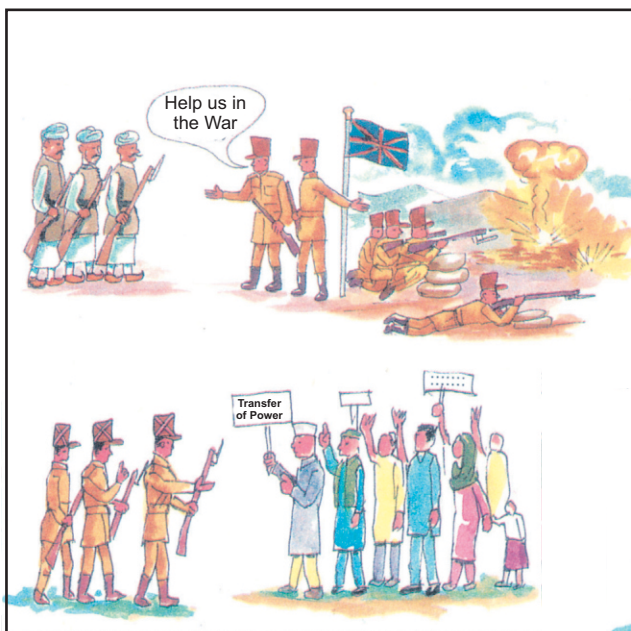
Iqbal's Call for a Separate Muslim State

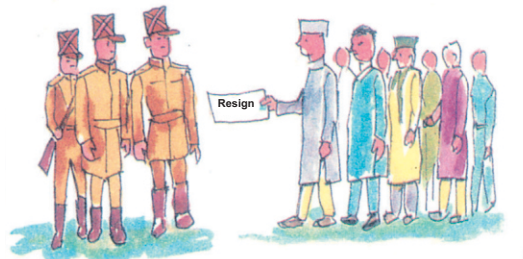
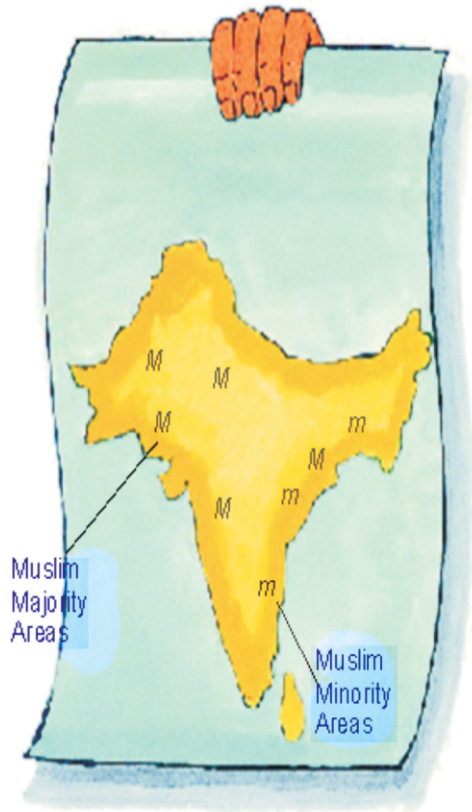
In December 1930, Allama Muhammad Iqbal in his presidential address to the Muslim League at Allahabad, put forward the idea that Muslim-majority areas of the North-West of India i.e Punjab, North West Frontier, Sindh and Balochistan should form a separate Muslim state. It was the first time that such an idea was put forward. From this day the struggle for a separate country grew.

Round Table Conferences 1930-1932

Three Round Table Conferences were held in London by the British Government to work out a system of self-government for India. All three conferences failed.

Activity
List the areas proposed by Allama Muhammad Iqbal for a separate Muslim State.

The Government of India Act 1935

According to this act, Indians would govern themselves, but India would remain a part of the British Empire. In order for Indians to govern themselves, elections to the provincial legislatures were held in 1937. The Congress and Muslim League took part in the elections. Out of the eleven provinces, the Congress formed governments in seven and the Muslim majority parties in four.

In the provinces ruled by the Congress, a song *"Vande Mataram"* was made the national anthem which was taken from the novel, Anand Nath written by Bilkam Chander Chitarji. Hindi replaced Urdu and cow slaughter was banned. Because of this, the Muslims in these provinces faced many problems and difficulties. The Muslim leaders felt it would be difficult for Muslims to live their lives according to the teachings of Islam in this context and realized the need for an independent Muslim state.

World War II

When World War II broke out in 1939, Britain wanted the Indians to help them fight the war. The Congress demanded that the British transfer power to the indians if they wanted their cooperation in the war. The British refused. The Congress governments in the provinces resigned in protest. The Muslims observed the day–22nd December, 1939 – as "the Day of Deliverance".

Do you know?
The death of millions of people and destruction of many countries in WWII resulted in the formation of the United Nations in 1945.

The Pakistan Resolution

On 23rd March 1940, at the session of the Muslim League in Lahore, the historic resolution, now known as the "Pakistan Resolution", was passed. The resolution stated that:

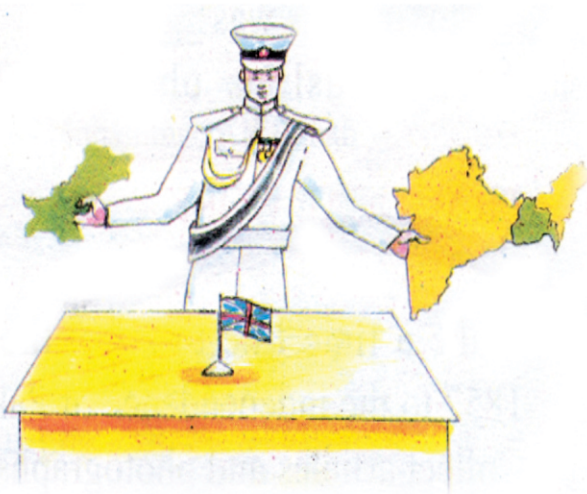
"No constitutional plan would be workable in this country or acceptable to Muslims unless it is designed on the following basic principle, namely, that geographically contiguous units are demarcated into regions which should be so constituted, with such territorial readjustments as may be necessary,

That the areas in which the Muslims are numerically in a majority, as in the north-western and eastern zones of India should be grouped to constitute independent States in which the constituent units shall be autonomous and sovereign.... Adequate, effective and mandatory safeguards should be specifically provided in the Constitution for minorities....for the protection of their religious, cultural, economic, political, administrative and other rights".

Elections of 1945-46

When general elections were held in 1945-46, the Muslim League won all the Muslim seats in the Central Assembly. This proved that the Muslims were united under the leadership of Quaid-i-Azam Mohammad Ali Jinnah and his idea of a separate Muslim state.

Independence

On 14 August 1947, Lord Mountbatten transferred power from Britain to the new states of Pakistan and India through the Indian Independence Act of 1947.

Do you know?

The name Pakistan was created by Chaudhry Rehmat Ali (1895-1951), a student at Cambridge. In 1933, he made the word "Pakistan", by taking the letter 'P' from Punjab, A' from Afghania (the name he preferred to use for the North-West Frontier), 'K' from Kashmir, 'S' from Sindh and the suffix 'tan' from Balochistan.

Activity - Conflict Resolution

A conflict is a disagreement between people, groups of people or countries.
Below are some ways to resolve conflict:
Communicate- Talking about the disagreement in order to understand each other.
Negotiate- Identifying steps that can be taken to work out the conflict.
Mediate- Asking someone else, a mediator, to help the parties to work out the conflict.
Arbitrate- Asking someone else, an arbitrator, to decide for the parties.
Litigate- Going to court and letting the judge decide.
Legislate- Making a law or changing a law, so the problem will not happen again.

a. Identify the different ways used by the people of India to resolve their conflicts.
b. The result was the creation of two independent states India and Pakistan. What other possible solutions could there have been?

SUMMARY

In this chapter we have learnt about the major historical events that led to the creation of Pakistan and how events in other parts of the world affected what happened in the Indian sub-continent. We have also learnt that particular individuals, ideas, events and decisions have a great impact on history and realize how events might have turned out differently if these individuals had chosen to do things differently.

EXERCISE

A. Multiple choice questions

1. For each question, three answers are given; tick the correct one.

i. When was the war of independence fought?
   a) 1757 b) 1857 c) 1957

ii. When was the Indian National Congress founded ?
   a) 1880 b) 1885 c) 1985

iii. When was the All India Muslim League founded?
   a) 1806 b) 1906 c) 2006

iv. When was the Pakistan Resolution passed?
   a) 1920 b) 1930 c) 1940

v. Who announced the transfer of power from the British to Pakistan and India?
   a) Lord Curzon b) Lord Dalhousie c) Lord Mountbatten

B. Answer the following questions

1. List three problems the Muslims faced after the failure of the War of Independence.
2. Why was the All India Muslim League formed?
3. Why did the Muslims of the Indian subcontinent demand a separate homeland?
4. Why is freedom important?
5. Make a time line to show the important events that occurred in each decade from1857 to the independence of Pakistan in 1947.
6. Describe two important events in the 1930s and two important events in the 1940s that led to the creation of Pakistan.
7. State what effect each of the following world events had on the struggle for independence in the subcontinent: a) World War I. b) World War II.
8. State what you think might have happened: a) If the British did not come to India; b) If the Muslims did not form the All India Muslim League; c) If the British did not fight in World War II; d) If the Muslim League did not pass the Pakistan Resolution in 1940.

C. Make a table

Make a table like the one below show the individuals, ideas, events and decisions that had a great impact on the struggle for Independence.

Name of people who had an impact on the struggle for independence	List the ideas that had an impact on the struggle for independence	Name the events that had an impact on the struggle for independence	List the decision that had an impact on the struggle for independence

D. Practical work

1. Find out more about: Sir Syed Ahmed Khan, Allama Iqbal and Quaid-i-Azam Mohammad Ali Jinnah. Identify three good qualities in each of them.
2. Collect articles and photographs from newspapers and magazines about the struggle for independence. Make a display for your classroom.

E. Extension activity

View the film "Jinnah" and discuss it with the class. What do we learn about the personality of Quaid-i-Azam Mohammad Ali Jinnah from the film?

CHAPTER 6

IMPORTANT PEOPLE AND EVENTS IN THE HISTORY OF PAKISTAN AND THE WORLD

Learning Outcomes

By the end of this chapter students will be able to:

1. Place key events on a timeline using the time interval of decades.
2. Construct timelines of major historical events (Pakistan, other Country/world).
3. Identify different viewpoints in historical narratives.
4. Compare life in Pakistan's early years with life in Pakistan today.
5. Construct narratives of key current events (Pakistan, world) using Literature, newspapers, magazines, etc.
6. Identify examples of good character from lives of important personalities in history (Pakistan, world).
7. Construct narratives of key historical events (Pakistan, world) using literature, newspapers, magazines, etc.
8. Identify problems and solutions from narratives of the past and the short and long-term effects of the solutions.
9. Identify problems that started in the past and still exist today.
10. Recognize that particular individual's ideas, events, and decisions have had a great impact on history.
11. Predict how events might have turned out differently if specific individuals/groups had chosen their steps differently.

IMPORTANT PEOPLE AND EVENTS IN THE HISTORY OF PAKISTAN AND THE WORLD

There are many important people and many important events that have occurred in history. Studying about these people and events help us to understand how our country and the world has evolved over time. The study of important individuals and groups of individuals in history teach us that a single individual with great conviction such as Quaid-i-Azam or Nelson Mandela or a small group of committed people such as the shipyard workers who started the Solidarity Movement that led to the end of the Soviet Union or a group of women in Liberia who in 2003 brought an end to extraordinary violence in their country, can change the world.

In the next few pages we will learn about important people and events in the history of Pakistan from the time it was created in 1947 to 2014. We will also learn about important people and events in the history of the world during the same time period.

The world political map

Teachers Note:
While teaching about world events, ask student to find the country on the given world map.

Decades	Key Events in the History of Pakistan	Pictures	Key Events in the World Pictures	Pictures
1940's	Pakistan came into being on 14th August 1947.	August-1947 Independence day	In 1945 World War II comes to an end after the United States of America drops atomic bombs on the Japanese cities of Nagasaki and Hiroshima.	After math of the Atomic Bomb
	Millions of Muslims come to Pakistan from India and millions of Hindus left Pakistan for India.	پاکستان زندہ باد Pakistan Zindabad	The United Nations was founded in 1945.	United Nations
	In 1948 Urdu is made the national language.		The first computer was built in 1949. It was a very big computer.	First Computer
	In 1948 Pakistan and India fight a war over Kashmir.			
	The Quaid-i-Azam Mohammad Ali Jinnah already suffering from ill health dies September 11, 1948.	Funeral of Quaid-i-Azam		

1950s	In 1951Pakistan's first Prime Minister, Liaquat Ali Khan was killed.	P.M Liaquat Ali Khan showing the national flag of Pakistan to the members of the National Assembly	The first Modern credit card introduced in 1950.	1950's first credit card
	In 1956 Bengali is made the second national language of Pakistan.	Bengali Language	Colour TV was first introduced in 1951.	First Colored Television
			In 1952 the polio vaccine created.	Polio Vaccine to Child
	Pakistan's Army Chief, General Muhammad Ayub Khan seizes power and the first Martial Law was imposed in the country in 1958.	General M. Ayub Khan	Princess Elizabeth became queen in 1952.	Princess Elizabeth
			The Soviets launch their satellite Sputnik on October 4, 1957, starting the space age.	Sputnik

1960s	In 1960 Pakistan and India sign the Indus Water Treaty to share the waters of the Indus River.	 Nehru and Ayub Khan signing the Indus Water Treaty in Karachi	The Berlin wall was built to separate East and West Germany in 1961. It was practically built overnight.	 Berlin wall being built
	Pakistan won the gold medal in the men's field hockey in 1960 Olympics beating India and ending India's run of six consecutive gold medals.	 Gold medal in hockey-Olympics	The first woman Valentina Tereshkova, went into space in 1963.	 Valentina tereshkova
	The Muslim Family Law Ordinance was passed in 1961 giving women and children more rights.		Nelson Mandela is sentenced to life in prison in South Africa in 1964.	 Nelson Mandela
	Pakistan and India fought a second war over Kashmir in 1965.	 War between Pakistan & India	The first successful heart transplant operation was performed by Dr. Christian Barnard in 1967.	 First successful Heart Transplant preformed .
	In 1969, after months of opposition President General Muhammad Ayub Khan handed over power to the then army chief General Muhammad Yahya Khan.	 DAWN COUNTRY PUT UNDER MARTIAL LAW: CONSTITUTION ABROGATED Ayub quits: Yahya becomes Chief ML Administrator Assemblies, Ministers, Governors defunct	In 1969 Neil Armstrong of USA became the first man to walk on the moon.	 Neil Armstrong

1970s	In 1970 the first general Elections are held. The Awami League party headed by, Sheikh Mujeeb-ur-Rehman wins 167 of 169 seats in East Pakistan.	 Sheikh Mujeeb-ur-Rehman with party workers	The pocket calculator was introduced in 1970.	1970's first calculator
	The Pakistan People's Party of Zulfiqar Ali Bhutto won 84 of 144 seats in West Pakistan. Although the Awami League won the most seats , due to controversial six points of Awami Leage, it was not allowed to form the government.	 ZA Bhutto of Pakistan Peoples Party addressing his supporters	 Ayatollah Khomeini returns as leader of Iran in 1979.	Aiyatollah Khomein
	In 1971, the people of East Pakistan protested against the Government and started a civil war for a separate country.		In 1979 Margaret Thatcher is elected the first woman Prime Minister of Britain.	 Margaret Thatcher first Women Prime Minister of UK
	Pakistani troops tried to stop them but India's military intervention in the civil war. A new country Bangladesh came into being on 16 Dec 1971.		Mother Teresa is awarded the Nobel Peace Prize in 1979 for her work for the poor and destitute.	 Mother Teresa

<table>
<tr>
<td></td>
<td>Zulfiqar Ali Bhutto of PPP becomes President in 1971. In 1972 the government nationalized (took control of) all banks, industries, schools and colleges to fulfill its promise of providing “roti, kapra aur makan” to all.

A new constitution is written and becomes effective on 14 August 1973.
The country is named the “Islamic Republic of Pakistan”.

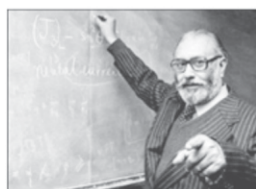
The parliamentary system of government is adopted and Bhutto becomes the Prime Minister.

In 1977, general elections are held, opposition parties say the results are unfair and start protests. Pakistan's Army Chief General Muhammad Zia-ul-Haq seizes power and imposes Martial Law. A process of Islamization of the country begins with the passing of Islamic laws.

Bhutto is hanged to death in 1979.

Dr. Abdul Salam is the first Pakistani to win the Nobel Prize. He won the Nobel Prize in 1979 for his contribution to electroweak unification.</td>
<td>
DAWN
MARTIAL LAW IS PROCLAIMED: ELECTIONS IN OCTOBER NEXT
Gen Zia is CMLA: President stays
Top PPP, PNA leaders in protective custody
Sections of constitution under suspension
Four-man Military Council at Centre
ML Administrators for provinces
Political activities banned in country

DAWN
BHUTTO HANGED IN 'PINDI JAIL
Ex-PM buried in family graveyard of Naudero

Dr. Abdul Salam</td>
<td>In 1979, the Soviet Union invades Afghanistan and Pakistan fights a war alongside the Americans to get the Soviet forces out of Afghanistan.</td>
<td>
Soviet forces on their way to Afghanistan</td>
</tr>
</table>

1980s				
	From 1981-1986 Jehangir Khan was the World No 1 squash player. He remained unbeaten over 555 matches, the longest winning streak in any top-level professional sport as recorded in the Guinness Book of World Records.	 Jehangir Khan- Worlds best Squash Player	Personal computers are introduced by IBM in 1981. In 1982 the Solidarity movement by shipyard workers was the beginning of the end of the Soviet Union.	 The first personal computer
	After a referendum Zia becomes President. He holds elections and appoints Muhammad Khan Junejo as Prime Minister in 1985.	 Muhammad Khan Junejo	Indira Gandhi, India's Prime Minister is Killed by two of her bodyguards in New Delhi on October 31, 1984.	
	General Zia dies in a mysterious plane crash in 1988. Ghulam Ishaq Khan becomes the president of Pakistan. General elections are held and Benazir Bhutto becomes Prime Minister and the country returns to democracy.	 President Ghulam Ishaq Khan Benazir is elected as the Prime Minister	Famines of 1985 in Ethiopia. The hole in the ozone layer was discovered above the Antarctic in 1985.	 People suffering due to the famines The hole in the Ozone layer
			The Berlin wall is brought down in 1990 and efforts to reunify Germany begin.	 The Berlin wall being brought down

1990s	On August 6, 1990 President Ghulam Ishaq Khan dismisses the Benazir Bhutto government and following general elections. Nawaz Sharif becomes the Prime Minister.		The Soviet Union collapses and the Cold War between the Soviet Union and America ends in 1990.	
			Nelson Mandela is freed from jail after 27 years, the apartheid law is repealed and Nelson Mandela becomes the first President of South Africa in 1994.	 Flag of South Africa
	Pakistan won the cricket World Cup in 1992.	 Pakistan win the World Cup 1992	The use of the internet becomes in 1994.	 Evolution of the internet
	In 1993, due to serious differences between President G.I Khan and Prime Minister Nawaz Sharif, the then army Chief General Waheed Kakar forces both to resign and under a caretaker government elections are held Benazir Bhutto becomes the Prime Minister for a second time.	 Nawaz Sharif Prime Minister of Pakistan (1993-1996)	 A channel tunnel opens connecting Britain and France in May 1994.	 Tunnel connects Britain & France
	In 1996 the Benazir Bhutto's government is again dismissed, this time by President Farooq Ahmad Khan Leghari. General Elections are held And Nawaz Sharif wins and becomes Prime Minister for the second time.		 The tallest buildings (Twin Tower) in the world built in Kuala Lumpur, Malaysia in January 1996.	 Twin towers Kuala Lumpur, Malaysia
			 Scientists clone sheep, Dolly in July 1996.	 The Cloned Sheep Dolly
	In 1999, the army chief, General Pervez Musharraf, ousts Prime Minister Nawaz Sharif in a coup after he tries to sack the General.	 Troops on high alert	In 1997, Hong Kong is returned by the British to China.	 Official ceremony of the handing over of Hong Kong to China

2000's	After a referendum Musharraf becomes the President in 2002.	 General: Pervez Musharraf	In 2001 in Bonn, Germany 178 countries, excluding the USA reach an agreement to reduce greenhouse gases as a way to reduce climate change.	
	After the elections in 2002 Mir Zafarullah Khan Jamali becomes the Prime Minister. On June 26, 2004 Mir Jamali resigned from office of PM due to differences with President Musharraf.	 Zafarullah Khan Jamali	The twin towers in New York are attacked by terrorists in 2001. The US and Britain start bombing Afghanistan where the terrorists responsible for the attack are hiding.	 Attack on the world trade centre
	The National Assembly elected Chaudary Shujaat Hussain as Leader of the House and he is sworn in as PM on June 30, 2004.	 Chaudary Shujaat Hussain	In 2002 an Israeli tank gunner refused to fight in Palestinian lands acquired by Israel after 1967. His action led others to do the same.	
	On August 20, 2004 Chaudary Shujaat Hussain resigned and the National Assembly elected Mr. Shaukat Aziz as Prime Minister.	 Shaukat Aziz	US and Britain launch a war against Iraq in 2003.	
	In 2005, a 7.6 earthquake centered in Azad Kashmir kills more than 80,000 and leaves 4 million homeless. The entire country is mobilized to serve the affected people.	 Earthquake in Kashmir	In Liberia in 2003 a group of women peaceful protests and smart actions brought an end to extraordinary violence.	
			The Olympics of 2004 take place in Athens, Greece the city where they originally began.	 Olympics 2004

In 2007, General Musharraf declares a State of Emergency and sacks the Chief Justice of Pakistan. There is a nationwide protest against his actions, led by the lawyers, that weakens his hold on power.

Lawyers protest against General Musharraf's imposition of a State of Emergency

In 2007 Benazir Bhutto was assassinated in an attack on her at Liaquat Bagh, Rawalpindi.

Assassinated of Benazir Bhutto

In 2008, Syed Yousaf Raza Gilani becomes Prime Minister after the PPP wins the election.

Yousaf Raza Gilani becomes Prime Minister

In 2008, General Musharraf resigns as President under pressure from the main political parties and Asif Ali Zardari becomes the President.

Asif Ali Zardari becomes President

In January 2009, Ali Moeen Nawazish passed 23 A level examinations of the University of Cambridge in a year, the highest ever. For his achievement he was given a number of awards including the Pride of Performance award, one of the highest awards in Pakistan.

23 A's in A-level examinations

Hamid Karzai becomes Afghanistan's first elected President in 2004.

Hamid Karziai becomes first elected President of Afghanistan

In 2004 an enormous tsunami kills over 200,000 in South & South East Asia.

Tsunami in Asia

The first Palestinian President, Mahmoud Abbas is sworn in 2005.

Mahmoud Abbas

In 2005 Angela Merkel became Germany's first female Chancellor.

Angele Merkel

In 2008, Barak Obama becomes the first black President of the US.

Obama elected as the President of U.S.A

The civil war in Sri Lanka comes to an end in 2009.

2010's	The Supreme Court disqualifies Prime Minister Yousuf Raza Gilani on charges of the contempt of court; Raja Pervez Ashraf becomes Prime Minister in 2012.	 Prime Minister, Raja Pervez Ashraf	The US finds more than $1 trillion in mineral resources in the mountains of Afghanistan, including deposits of iron, copper, gold, and lithium that could drastically improve the country's economy.	
	In 2013, for the first time a democratically elected government completes 5 years in power and hands over to the winner in the general elections the PML (N) and Mian Nawaz Sharif becomes Prime Minister for a third time.		Spain wins the FIFA world cup title in 2010.	 Spain wins the FIFA World Cup
	9 year old Rai Haris Manzoor of Rawalpindi passed his O Level Examination of the University of Cambridge in 2014 breaking an 800 year old record of the University.	Nine-year-old makes record by passing O-Level exam	In 2011 a people's movement called The Arab Spring began when demonstrators in Tunisia took to the streets to protest chronic unemployment and police brutality. This movement spread to other countries, such as Libya and Egypt.	 Arab Spring 2011
	Pakistan's street footballers won the third position in the Street Child Football World Cup 2014 in Rio de Janerio, Brazil, beating the United States of America.	Street child Football World cup-2014	Germany wins the FIFA World Cup title in 2014.	 Germany celebrating their 2014 FIFA World Cup victory
	Malala Yousufzai awarded peace Nobel Prize in 2014 work for girl's education in tribal areas.	 Malala Yousuf Zai, the youngest Noble Prize winner		

SUMMARY

In this chapter we have learnt about important people and important events in Pakistan and the world from 1940 to 2014. It shows us how our country and the world has evolved over this time period. It teaches us that individuals and groups of people by their belief that they can make things better and by their commitment to do so can bring about improvements in the lives of people in a country and in the world.

EXERCISE

A. Multiple choice questions choose the best

i. Who was the first Prime Minister of Pakistan?

a) Benazir Bhutto b) Liaquat Ali Khan c) Shaukat Aziz

ii. When did human beings first walk on the moon?

a) 1967 b) 1969 c) 1971

iii. Who became the prime minister of Pakistan after the election of 2013?

a) Mir Hazar Khan Khoso b) Nawaz Sharif c) Yousuf Raza Gillani

iv. When was the hole in the Ozone layer discovered?

a) 1975 b) 1985 c) 1995

v. For what was Mother Teresa given the Nobel Prize?

b) Chemistry b) Economics c) Promoting Peace

B. Answer the following questions

1. Make a timeline of Pakistan's history from the 1940s to 2014.Write one important event that occurred in each decade.
2. Make a timeline of inventions from 1940 to 2014.
3. Identify two problems from the material given in the chapter. Identify a short term and long term effect of each problem.
4. Identify a problem that started in the past and is still a problem in Pakistan today. Identify two things that are being done today to address the problem.
5. Compare events in Pakistan's early history (1940s -1960s) and events in Pakistan today.
6. State what would have happened if
   a. Quaid-i-Azam did not work to create Pakistan
   b. Nelson Mandela stayed in jail
   C. Benazir Bhutto was not assassinated

7. Identify the impact on history of each of the following events:
    a. The creation of Pakistan
    b. The invention of the computer
8. Find out from text about early life in Pakistan (1940s-1950s) and compare it with the life in Pakistan during 2000s-2010s.

C. Make tables

Identify a key idea of each of the given individuals and state the effects on our lives.

Name of individuals	Key idea	Effects on our lives
Quaid-i-Azam		
Zulfiqar Ali Bhutto		
Nelson Mandela		
Mother Teresa		

D. Practical work

1. Choose a current event taking place in Pakistan. Read the newspaper, listen to the radio and TV, search the internet and write a 100 word report on it.
2. Choose a current event taking place in the world. Use international, national and local/ regional media. Identify the viewpoint presented.
3. Find out about Benazir Bhutto and Mother Teresa. Identify three good qualities in each of them.
4. Find out about the 2005 earthquake. Write a 100 word paragraph on it.
5. Find out about the Berlin wall. Write a paragraph explaining why it was built and why it was torn down.
6. Why Malala Yousufzai was awarded Nobel Peace Prize?

E. Extension activity

1. In small groups find out more about any one of the following:
    a) The Muslim Family Law Ordinance 1961.
    b) The system of local government.
    c) What is Democracy? Why is it important?
    Present your findings to the class.

CHAPTER 7

CULTURE

Learning Outcomes

By the end of the chapter students will be able to:

1. Identify the different cultural groups living in Pakistan.
2. Identify the common characteristics of different cultures.
3. Describe the cultural diversity of Pakistan.
4. Identify the advantages of a multicultural society.
5. Compare (similarities and differences) the culture of Pakistan with that of another country.
6. Identify the main Institutions that socialize children into culture (religious Institutions, family, school etc).
7. List the ways families socialize their children into their culture.
8. Show through an example how culture changes to accommodate new ideas.

CULTURE

What is Culture?

Culture means the ways of living that a group of people have built up and passed on from one generation to another. Culture includes the way they dress, the food they eat, the language they speak, their customs and traditions (e.g. marriage and religious practices), the books they write, the music they play and listen to, the way they build their building and rules of behavior. Culture does not stay the same but changes with time and by interaction with other cultures.

Activity
Write a paragraph about your own culture including all the aspects mentioned above.

The Cultural Diversity of Pakistan

There are many different groups of people living in Pakistan. Each group of people eats different foods, wears different clothes and speaks a different language. While each group of people is different, they also share many things in common. For example, all Pakistanis speak Urdu, eat *sabzi* and *roti* and wear the shalwar kameez. While most of the groups of people are Muslims, they belong to many different sects. In addition, there are groups of people who are Christian, Hindu, Sikh and Parsi living here. A society in which many groups of people from different cultural backgrounds live is a culturally diverse society or a multicultural society. In the next few paragraphs we will learn about the cultural diversity of Pakistan.

Activity
Name at least five different cultural groups living in Pakistan.

Food

The food eaten daily in most Pakistani households is *roti* and *sabzi*. However, the *sabzi* changes depending upon what grows in each place and the *roti* is made from different ingrediants and in different ways as well. In Sindh, *aaloo palak* and *chawal ki roti* is eaten. In the Punjab, *sarso ka saag* and m*akai ki roti* is common. The Pakhtuns love to eat Sajji, Chapli Kabab and naan The Balochis eat sajji, kaak (a rock hard bread) and in the coastal areas they eat fish prepared in a variety of way. Most people eat their food with their hands. Many also use spoons and forks to eat**.**

Sajji

Sabzi

Chawal ki Roti

Dress

All the people of Pakistan wear the national dress which is the shalwar and kameez for men and shalwar, kameez and dupatta for women. However, the shalwar and kameez is made and embroidered differently in different parts of Pakistan. On special occasions men dress in a suit, Sherwani or add a waistcoat to the shalwar and kameez and women dress in gharara and saris. When going to work men wear suits, pants and shirts as well as the shalwar kameez. Working women generally dress in a simple shalwar and kameez.

The embroidery done on the Traditional Shalwar Kameez

> **Activity**
> Identify the similarities and difference in the different cultural groups living in Pakistan.

Languages

Language is the means by which we communicate with others. Urdu is the national language of Pakistan and is spoken by most Pakistanis. The majority of people in each province speak their provincial language, but there are other groups living there that speak other languages as well. For example, most people living in Sindh speak Sindhi, Siraiki, Gujrati and Kachhi are also spoken in Sindh. In the northern part of the Punjab most people speak Punjabi and in the southern part most people speak Saraiki. In Balochistan, Balochi, Brahvi and Pushto are spoken. In Khyber Pukhtunkhwa and FATA, Pushto, Hindko and Dari are spoken. In Gilgit-Baltistan, Shina, Brushasi, Khwar, Wakhi and Balti are spoken. English, the official language, is also spoken by many Pakistanis. It is taught in schools and is used in government and private offices. There are a lot of books written in all these languages as well.

Religion and Religious Practices

According to the 1998 census, 96% of the people of Pakistan are Muslim. The remaining 4% of the people are Christians, Hindus, Buddhists, Sikhs and Parsis. As the majority of the people are Muslims, Islamic beliefs and practices influence the culture of the people. The Azan, the call to prayer is heard five times a day. During

culture of the people. The Azan, the call to prayer is heard five times a day. During the month of Ramzan, the month of fasting, restaurants are closed during the day in respect for those who are fasting. Muslims celebrate Eid-ul-Fitre, Eid-ul-Azah, and Eid-e-Milad-un-Nabi. Other religious groups practice their religion. Christians go to church to pray and celebrate the feasts of Christmas and Easter. Hindus go to the temple to pray and celebrate Holi and Diwali.
The Urs of many sufi saints are celebrated all over Pakistan. The sufi saints promote peace, harmony and love of all. Therefore, people of all religions attend these celebrations.

Festivals

There are a number of days that are important for all Pakistanis. These days are celebrated with great enthusiasm and fervor all over Pakistan. Independence Day is celebrated every year on 14th August and Pakistan Day on 23rd March.

In addition to festivals that are celebrated by the whole country, each province has festivals that are celebrated there. Basant is celebrated in the Punjab to herald the arrival of spring. In December of every year the people of Sindh celebrate Ekta Day or Sindh Unity Day. Sibi Mela is celebrated in Balochistan. Buzkashi is celebrated to show the bravery of the Pukhtuns in Khyber Pukhtunkhwa and the Shandur Polo festival is celebrated in Gilgit Baltistan.

Ekta Day

Kites of Basant

Sibi Mela

Buzkashi

Shandur Polo Festival

Intellectual and artistic pursuits

Pakistanis are creative. They express their creativity in different forms of arts and crafts. Painting, calligraphy, music, drama, architecture and various kinds of handicrafts are created all over Pakistan. Many engage in these arts and crafts to earn a livelihood, while others do so to pass their leisure time.

Sindhi Women making a *Rilli*

Calligraphy

Artistic work on mini bus

Pottery made in Hala

Activity: List the Handicrafts produced in Sindh.

As we have learnt above a multicultural society is one in which different cultural Groups live. The degree to which groups respect each other determines whether a multicultural society is an advantage or not. When a society encourages the members of the different cultures to respect and be friends of each other, there is peace and harmony. Peace and harmony helps a society to grow and prosper. If there is selfishness and a lack of respect for differences in culture there is conflict among the different groups. The conflict can result in violence and even lead to war.

A multicultural society that encourages an exchange of culture enriches both individuals as well as communities. Individuals and communities learn to be respectful, become open-minded and learn new ways to deal with problems.

It is important that in a multicultural society, citizens learn to value diversity and difference as it helps to integrate the different groups into the larger society. When citizens feel part of their society, they are willing to make sacrifices for those with whom they live. This helps to make each 'I' into a common 'We' which is important

for development and progress of the society. It also helps to face any internal difficulty or external threat to the society.

Activity: List the possible advantages for individuals and the society from encouraging respect for others in a multicultural society.

The Culture of Other Countries

In the next few pages you will learn about the culture of three other countries, China, Sri Lanka and United Kingdom.

CHINA

China, our neighbour in the north is the world's most populous country, with a population of over 1.35 billion.

Food

The most common food eaten in China is rice. People generally eat it steamed, fried or in the form of congee (Chinese rice porridge). Noodles are also eaten boiled or fried. Pork and chicken are the most popular meats in China. They make dumplings filled with the meat which is eaten steamed or fried. They eat their food with chopsticks. Chinese love their herbal teas which they drink all day long.

Chinese Noodles

Dress

Chinese dress has changed greatly overtime. The Chinese Tunic Suit (Mao Suit) became common for both men and women from the founding of the People's Republic of China in 1949 till the 1980s. Cheongsam is the most popular attire for Chinese women. Nowadays, most Chinese wear modern clothes in their daily life with not much of a difference from people in the west. Traditional clothes are only worn during important festivals, ceremonies and religious occasions.

Chinese Tunic Suit and Cheongsam

Languages

Many languages are spoken in China. Mandarin is the national language of China. There are many varieties of Mandarin spoken by the people. Other languages spoken are Wu, Cantonese and Southern Min.

Chinese Script

Festivals

There are many festivals celebrated in China. Some of them are:

1. Chinese New Year (Spring Festival) is the most important traditional festival in China. The festival will falls on the first day of the first lunar month (between January 21 to February 21) and ends with the lantern festival which is on the fifteenth day. Days before the festival, Chinese people clean their houses to sweep away bad luck and bring good fortune in the New Year. Chinese travel from all over the country and abroad to be with their families. They celebrate the New Year with fireworks and dragon and lion dancing.

Chinese celebrated New Year

2. Lantern Festival. The lantern festival celebrated fifteen day after the New Year and is the first night of a full moon. During the lantern festival people celebrate the beginning of spring by watching lantern, fireworks and eating sweet stuffed dumplings in a soup.

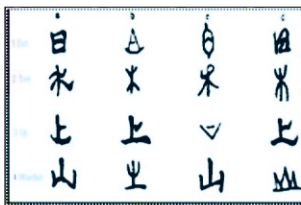
Dragon Dancing on Chinese New Year

3. Laba Festival. This day is celebrated on eighth day of the twelfth month of the Chinese Lunar calendar. It is celebrated to mark the enlightenment day by Buddha. People usually eat Laba congee, which is made of mixed grains and fruits.

Laba congee being served at the Laba Festival

Arts and Crafts

The Chinese are famous for their arts and crafts. The most common are Embroidery, Calligraphy, Music, Opera, Painting, Kite making, Lacquer Ware, Paper-Cuttings, Porcelain, Pottery and making of silk.

Porcelain ware

Chinese Calligraphy

Chinese Embroidery

Chinese Silk

SRI LANKA

Sri Lanka is an island country in South Asia. It lies off the southern coast of India.

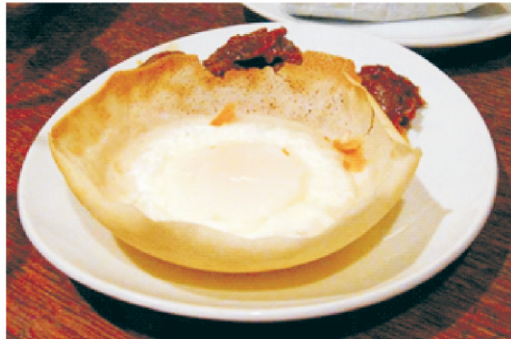
Sri Lanka's flag with map

Food

Sri Lankan's like to eat boiled or steamed rice with spicy curries. Side dishes include pickles, chutneys and sambols. The most famous of which is coconut sombol, made of ground coconut mixed with chilies, dried fish and lime juice. They also like to eat Hoppers which are made of rice flour, coconut milk and yeast. The better is cooked in a *karahi* like pan. They are many types of hoppers such as egg hoppers, milk hoppers and string hoppers. Tea is the drink of choice of most Sri Lankans.

Coconut Sambol Egg Hopper

Dress

Sarong and Sari worn by men and women in Sri Lanka

The men in Sri Lanka generally wear a regular shirt and a sarong (a tube of fabric worn much like a *loongi*). They also wear pants and shirts and kurta pajama. The traditional dress of Sri Lankan women wear is the saree. Women also wear dresses, skirts and blouses and shalwar kameez.

Language

There are two large groups of people living in Sri Lanka: the Sinhalese and the Tamils. The Sinhalese speak Sinhala and the Tamils speak Tamil. Both of these are the official languages of Sri Lanka. English is also widely spoken here.

Festivals

The Sinhala and Tamil New Year is a very important cultural festival. The festival is celebrated on April 14. It is family festival in which presence are exchanged, special food cooked and new clothes worn.

All Buddhist festivals are celebrated on the full moon or Poya Days. The most important Poya Day is the Vesak Poya on which is commemorated the birth enlightment and death of Buddha. On this day lamps are lit in front of houses, pandals are decorated with scenes of life of Buddha and free food is distributed by the roadside. Devot Buddhist visit temples, meditate and fast.

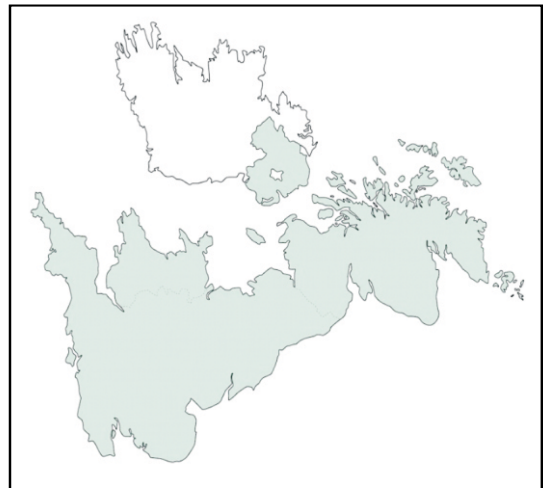
Arts and Crafts

One of the most notable aspects of Sri Lankan art and crafts are temple paintings. Traditional wooden handicrafts and clay pottery are common as is the Portuguese-inspired lacework and Indonesian-inspired Batik.

Sri Lankan's Batik

THE UNITED KINGDOM

The United Kingdom of Great Britain and Northern Ireland, commonly known as the UK or Britain is located off the north-western coast of the continent of Europe

United Kingdom Flag

United Kingdom Map

Food

Traditional English foods include fish and chips, Yorkshire pudding and gravy and the Sunday roast (a joint of beef, lamb or chicken), served with boiled vegetables. The full English breakfast consists of bacon, grilled tomatoes, fried bread, black pudding, baked beans, fried mushrooms, sausages and eggs. Sweet dishes include scones, apple pie, mince pies and sponge cake. Scottish food includes Arbroath Smokie and Haggis; The Irish like to eat the Ulster fry and Irish Stew and the Welsh the Welsh rarebit. Tea is the most popular drink in the U.K.

Dress

In England there is no specific national dress. Most men wear pants and shirts and most women dresses, skirts or trousers with blouses. In Scotland the national dress is the kilt which is like a skirt worn around the waist. In Wales the national costume is a long skirt worn with a petticoat and topped with a shawl.

Languages

The English language is the language spoken by nearly the whole population of the UK. The people of Scotland speak Scottish, the people in Wales speak Welsh (Cymraeg) and the people living in Ireland speak Irish. People from all over the world have become citizens of the UK so many other languages are spoken here.

Festivals

The Christian festivals of Christmas and Easter are national public holidays in the UK. Other festivals celebrated are the Edinburgh festival, St. Andrews Day, etc.

Edinburgh festival

St. Andrew's parade day

Christmas festival

Arts and Crafts

Painting especially of portraits and landscapes is very famous. There are many institutions where people learn to paint and many galleries where the paintings are exhibited.

> **Activity**
> Find out about the culture of a country of your choice. Write about it and paste some pictures. Display the same in your class.

Becoming a Part of a Cultural Group

When we are born we do not know how to speak a language, we do not have a liking for a particular food or dress. We learn how to live our lives by doing what we see others doing. The process of learning how to live life in cultural group is called socialization.

The first place where we learn how to live our lives is in our family. We hear a language spoken at home and soon speak that language (our mother tongue). We learn how to behave by seeing what others in our family do, such as, saying, 'salaam' to our elders when we meet them, saying our prayers at certain times of the day and eating all the food given to us. We wear the same kind of clothes as that of others in our family.

> **Activity**
> List three things that you have learnt from your family, that is different from what your friend has learnt from his/her family.

We also learn how to live our lives in other institutions such as schools and places of worship.Some of the behaviours and values we learn at home are useful at school. But schools also require us to behave in ways that differ from those of our homes. They require us to come to school on time, to come in neat and clean uniforms, to follow a timetable for classes and to work and play with others. Schools thus teach us the importance of time and cleanliness, of following a schedule and of teamwork.

Religion and religious institutions are an important means of socialization. We go to a particular place to worship. Here we learn a particular way to pray. We read a particular holy book and learn many important values from it. Many important events in our families such as birth, marriage and death have religious elements. We also celebrate many religious festivals. All the institutions of socialization, that is, our family, school and religious institutions teach us the way to live our lives. Thus, we can say that culture is transmitted through social institutions.

Cultural Change

Culture does not stay the same. Every generation adds something to it from its experience which is then passed on to the next generation. As a result old cultural patterns are replaced by new ones. For example, not many Pakistanis in the past ate burgers and pizza or drank sweet fizzy drinks. Today, many people do. As a result many of them are becoming fat and suffering from illnesses such as diabetes and high blood pressure. Similarly, in the past families would spend their leisure time talking, telling stories or playing games together. Nowadays, most families spend their leisure time watching TV. They also go to parks or playgrounds to play games.

Today, the majority of people around the world speak English in addition to their mother tongue, they wear European style clothes, go to school to get an education and see themselves not only as being a part of their community, their country but also of the world. This is because travel and information communication technologies allow us to interact and learn from others.

SUMMARY

In this chapter we have learnt that culture is the way of life built up and passed on from one generation to another, that although Pakistani share many things in common there is cultural diversity, and that a society that encourages members of the different cultures to respect each other live in peace and prosperity. We have also learnt about the culture of three other countries, China, Sri Lanka and the United Kingdom, the institutions through which we learn about our culture and that culture does not stay the same but changes over time.

EXERCISE

A. Multiple choice questions

1. For every question, three answers are given, tick the correct one.

i. What kind of society is Pakistan

a) Monocultural b) Bicultural c) Multicultural

ii. What is the first institution of socialization?

a) Family b) School c) Place of worship

iii. What is the language spoken by the largest number of people in the world?

a) English b) Mandarin c) Spanish

iv. The two largest cultural groups living in Sri Lanka are

a) Sinhalese and Tamils b) Sinhalese and Burbers c) Tamils and Burbers

V. Which is the most populous country of the world?

a) China b) Great Britian c) India

B. Answer the following questions

1. Define the word 'culture'.
2. There are many groups of people living in Pakistan; they share many things in common. List the things all the groups share. What are the advantages of having a common culture.
3. List the advantages and challenges of a multicultural society.
4. Compare the culture of Pakistan with the culture of one of the three countries given in this chapter.
5. List the ways in which a child becomes a part of a cultural group.

C. Make a table

Make a table like the one below to show the cultural similarities and differences between yourself and a friend.

Cultural characteristics that only my friend has	Cultural characteristics that we have in common	Cultural characteristics that only I have

D. Practical work

1. Interview your parents to find out about their way of life (keep cultural characteristics in mind). Then reflect and write about your way of life. Compare the change and identify what caused the changes.
2. Find out how technology is changing the way we live our lives
   a. Find out and list all the technological devices your parents used.
   b. Identify all of the technological devices that are used today on a daily basis.
   c. Identify how this technology has altered what we do, how we behave and our relationships with others.
   d. What changes has technology brought?
   e. What further changes might you predict?

E. Extension activity

Find out about the culture of a country of your choice. Then make and fill in a table like the one given below.

Cultural Characteristics	**Pakistan**	**Country ______________**
Dress		

Chapter 8

GOODS AND SERVICES

Learning Outcomes

By the end of this chapter students will be able to:

1. Define the terms public goods and services.
2. Differentiate between public and private goods and services.
3. Identify some public goods and services.
4. Identify the ways in which the government provides goods and services (taxes and loans).
5. Define exports and imports.
6. Explain the importance of international trade for the development of Pakistan.
7. Identify the three largest exports and three largest imports by interpreting the data from a bar graph.
8. Trace the origin of common imported items and explain how they are brought to Pakistan.
9. Describe the role of banks in the lives of individuals and businesses.
10. Identify the role of State Bank of Pakistan.
11. Understand the role of federal government in the economy of Pakistan.
12. Describe the economic system of Pakistan.

PRIVATE AND PUBLIC GOODS AND SERVICES

In class four we learnt that 'goods' are products that we buy such as toys and books. We also learnt that 'services' are the performance of work for another person that we buy such as education, travel and health care.

Goods and services are of different types. Some are 'private' and some are 'public'. Goods and services produced privately, that is, produced by a person or persons and sold to consumers are 'private'. Some goods and services are so important they are made available to everyone ‘are public’. Public goods and services are provided by the government. Examples of public goods and services are free textbooks, the police, parks, street lights and roads.

What is it about goods and services that make them private or public? What characteristics do these goods and services have in common? There are two characteristics of goods that will help us decide whether a good or service is public or private. These are: excludability and rivalry.

Excludability means that you can stop someone (e.g. non payers) from consuming a good or service.

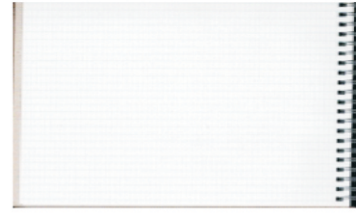
Rivalry means that the use of a good or service by one person stops its use by others. Private goods are both **excludable** and **rival.** Let us take the example of a chocolate bar. This good is clearly excludable; you can easily prevent someone from eating one. Chocolate bars are also clearly rival. If you eat a chocolate bar, you have Obviously prevented or stopped someone else from eating it. Examples of private goods include almost anything that you can buy at a grocery store or a shopping mall.

A private good

Public goods do not have the above characteristics. They are neither **excludable** nor **rival**. Let us take the example of the street lights provided by the government. Once the streets have street lights, it is impossible to stop even a single person from benefitting from them. Also, while you are enjoying this facility, your use does not stop or reduce someone else's use of it. Examples of public goods include bridges, traffic lights and street signs.

Public goods are always provided by the government because there is no way a private business can profitably produce them. Private businesses cannot sell public goods in markets, because they cannot charge a price and keep nonpaying people away. The government is able to provide public goods by collecting taxes (compulsory payments to the government by the people) and/or fees for services. For example, your parents pay income tax or entrance fees for a park. The government sometimes take loans to provide important goods and services.

Teacher's Note:
Explain to students that some examples of private goods and services are restaurant meals, cars, bicycles, books, clothes, games, television, etc. Some examples of public goods and services are national defence, bridges, police protection, highways, road repairs, street signs, etc.

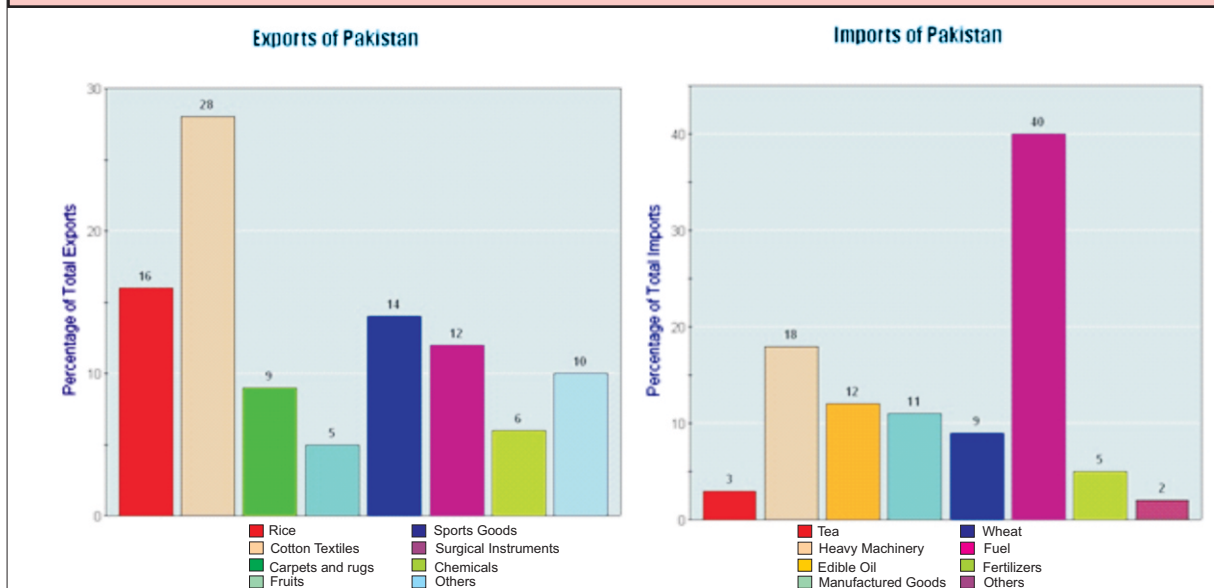
Activity
Write the name of the goods and services given in the box. Also write if it is public or private.

Trade

Trade started centuries ago because different groups of people each had something the other wanted. Trade took place within national boundaries and with time trade went across national boundaries. Not only natural resources such as iron, coal, petroleum, and aluminum were traded but also finished products, such as cars and television sets were traded.

When goods and services produced in one country are sold to other countries they are called **Exports**. Exports earn money which can be used to buy the things the country needs from other countries. **Pakistan** exports rice, cotton and cotton textiles, leather and leather goods, and sports goods from which it earns money.

When goods and services are bought by buyers in one country from sellers in other countries they are called **Imports**. Imports help to meet the needs of the country. Pakistan imports heavy machines and equipment, tools and trucks, and other electronic goods from countries.

International trade promotes economic growth and development. It also promotes understanding of people and cultures. It makes countries realize that they are interdependent.

Activity
Read the following bar graphs and list the three largest exports and three largest imports of Pakistan.

Role of Banks

Have you ever been to a bank? What did you see there? Do you save your money? Why do you save? Do you have a savings account at a bank? Why did you open the account?

Banks are trusted places where people can safely keep their money. They offer a number of ways to manage your money. They provide financial services to individuals and businesses.

Individual people can borrow money from a bank for buying high-priced things like cars, homes, or education. They have to pay the money back to the bank over a period of time. Business persons who want to set up or expand their business can borrow money from a bank. They may need the money to buy machinery or raw materials for their business. Both individuals and business persons usually have to pay back more money than they borrowed. Common ways to borrow money are loans and credit cards.

Money changes hands frequently it is exchanged everyday between individual people, businesses, and banks. Commercial banks perform many functions for individuals and businesses. For example they:

- Accept deposits
- Lend money
- Process payments
- Issue bank drafts and cheques
- Offer safety deposit boxes for items and documents

Activity:

Talk to:

a) your mother / father

b) A business person in your neighbourhood,

And find out what role does the bank play in her/his life. You may ask them the following questions.

i) Have you ever been to a bank?
ii) Do you have a bank account? Why did you open the account?
iii) Why and how often do you go to the bank?
iv) Do you save money? If yes then why, if not why not?
v) Have you, or someone you know, ever borrowed money from the bank?
vi) What was the reason for borrowing money?

Role of the State Bank of Pakistan

The State bank helps to manage the economy of a country. One of its main goals is to keep the financial system of the country working well and to make sure that the country's money maintains its value. A central bank is a special institution whose customers are commercial banks and the state. The State Bank of Pakistan is the **central** bank of our country.

A view of the State Bank of Pakistan in Karachi

The State Bank of Pakistan was established on 1st July 1948. Quaid-i-Azam Mohammad Ali Jinnah performed its opening ceremony.

The State Bank of Pakistan plays an important role in the process of economic development of the country. Some of the important functions performed by the State Bank of Pakistan are:

Quaid-i-Azam opening The State Bank of Pakistan

- It issues currency notes.
- It is responsible for the maintenance of the value of Pakistani Rupee and controls the exchange rate in the country.
- It is the bank of the federal as well as the provincial governments. It assists and guides them in financial and economic matters.
- The State Bank is responsible for the payment of salaries and pension to government employees.
- The State Bank of Pakistan is the bank of all commercial banks working in Pakistan. It provides loans to them at the time of need.
- It informs the government about the financial situation of the economy.
- The State Bank of Pakistan maintains relations with different international financial institutions such as the World Bank and the IMF (International Monetary Fund).
- The State Bank helps the government in making investments, in development planning and poverty reduction programmes which results in economic growth and development.
- The State Bank collects the information from all over the country and the world throughout the year and publishes it in a report. This information is very helpful in economic planning which is necessary for the economic development.

All above points show that the State Bank of Pakistan has an important position in our economic and financial system. Without an effective role of the State Bank, economic development is impossible.

Activity:
'State Bank of Pakistan plays an important role in the process of economic development of our country.' Do you agree with this statement? If 'yes' why? If not, why not? (Give at least five points).

The Role of Federal Government in the Economy of Pakistan

The main functions of the federal government include **defence**, maintaining good relations with **foreign** countries and ensuring good economic conditions in the country**.**

No society can achieve economic growth and development (both physical and human) without the active and vital role of the government. National *and human development is the ultimate goal of every government.* All the economies can achieve their development targets with a mix of public and private investment.

The government provides public goods and services for the overall welfare and wellbeing of its citizens. Infrastructure such as the road and rail network and utilities such as electricity and gas, a productive business environment and satisfaction of basic needs such as health and education provided by the government help to improve the standard of living of the people of the country.

The Economic System of Pakistan

Pakistan has a mixed economy. This means that the economy is not controlled totally by the public sector (government) nor by the private sector. It is an economic system, which is planned and directed **partly** by the government and **partly** by private businesses.

Pakistan's economy has agricultural, industrial and service sectors. When Pakistan was created its economy was based on agriculture, that is, it was dependent on the buying and selling of agricultural products such as cotton and sugarcane. Some of the agriculture products like cotton and wheat were sent to factories and industries to be made into cloth and biscuits. Industries made huge progress and the industrial sector grew. Today, the service sector, food, health, education, is growing and many people are employed in it.

People are free to set up businesses according to the rules and regulations defined by the law. The government supervises and guides the whole economy to protect the interests of the whole country. In this system, the government sometimes controls prices by setting price limits to keep prices of items important for the people such as food under control but in most cases prices are decided by demand and supply of a good or service.

Activity:

Name two items, the prices of which are controlled by the government.
Name two items, the prices of which are determined by demand and supply.

SUMMARY

In this chapter we have learnt the difference between private and public goods and services, the importance of public goods and how the government obtains the money to pay for the goods and services it provides for all citizens. We have also learnt what the terms 'import' and 'export' mean and the importance of international trade for the development of Pakistan. The role of banks especially The State Bank of Pakistan in ensuring a strong economy as well as the economic system followed in Pakistan are also discussed.

EXERCISE

A. Multiple choice questions

1. For every question, three answers are given; tick the correct one:

i. Goods provided to all by the government are called
 a) Private goods b) Public goods c) Cheap goods

ii. Which is the most important bank for the economic development of Pakistan?
 a) State Bank b) Commercial bank c) Industrial bank

iii. The sale of goods to other countries is called
 a)Exports b) imports c) sales

iv. From which banks can both individuals and business persons borrow money?
 a) State Banks b) Commercial banks c) Industrial banks

v. What kind of economy does Pakistan have?
 a)Command economy b) Capitalist economy c) Mixed economy

B. Answer the following questions

1. What are private goods and services? Give 3 examples.
2. What are public goods and services? Give 3 examples.
3. Read the given list of public and private goods and services. Decide which ones are public and which ones are private and write it in front of each. Explain your answers based on the concepts of rivalry and excludability.

i. A packet of chips ____________________
ii. A haircut from a barber shop ____________________
iii. Traffic lights on the street ____________________
iv. Building Roads ____________________
v. Bicycle ____________________
vi. Issuing postage stamps ____________________
vii. Police protection ____________________
viii. A pen ____________________
ix. Zoo ____________________
x. Clothes ____________________

4. Why do common people borrow money from banks?
5. Why do business persons borrow money from banks?
6. What are Exports?
7. What are Imports?
8. Why is international trade important for the development of Pakistan?

C. Make a table

Choose any 5 items which Pakistan imports. Write them down in Column A. In Column B, write why you think we import them. In column C write the country or countries from which we import them. In Column D write the currency of the country from which we import them.

	A	B	C	D
1				
2				
3				
4				
5				

D. Practical work

You are detectives looking for goods and services. Search your neighbourhood. Make a table. In column A list five goods or services provided by private businesses. In column B state how much the good or service costs. In column C list five goods and services provided by government in your neighbourhood. In column D write how it is paid for (taxes, fees, loans).

CHAPTER 9

MONEY IN OUR LIVES

Learning Outcomes

By the end of this chapter students will be able to:

1. Narrate with examples the evolution of money.
2. Understand that different countries have different currencies.
3. Describe the role of money in people's lives.
4. Interpret a graph of wages and professions to identify the relationship between the two.
5. List the various ways in which income is generated and describe how a business is run.

Evolution of Money

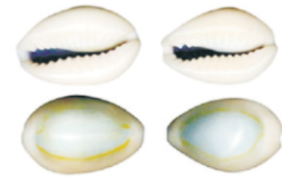
Whenever people pay for goods or services, they use some form of money. Money can be almost anything, as long as everyone agrees on its value.

Long, long ago (9000-6000BC) farm animals were often used as a unit of exchange.

Farm animals used as a unit of exchange

Later, as agriculture developed, people exchanged crops such as tea and tobacco and other things like cattle and seeds. Farm animals continued to be used for the exchange. This system of exchange was known as the barter system.

Commodities used for barter

In 1200 B.C. sea shells, known as Cowries in Africa and Wampum in America, were used as a form of money.

Cowries

In 1000 B.C. at the end of Stone Age, the Chinese started using metal tools like knives and spade to make metal circles. They used these circles/coins as money. These coins had holes in the middle so that they could be put on a chain and be carried around the neck.

Coins with holes used as money

Silver was used as money in 500 B.C. in Turkey. These silver coins were imprinted with the faces of emperors and gods to show the value. Later, other metals such as bronze and gold started being used as money.

Silver, gold and bronze used as money

In China in 118 B.C. leather was used as banknotes. They were made from deerskin.

Leather and deerskin used to make bank notes

The first country to have paper money, like we have today, was China. Paper money was made sometime during the period of ninth century to the fourteenth century AD. Since then and up-to today we use paper notes and coins as money.

With the advent of computers, it has become possible to trade electronically. In such cases no actual money is exchanged, but the values of the bank accounts of both the buyer and seller are instantly modified according to the agreed value of the transaction. This allows people to avoid the difficulties and risk of carrying money with them.

Paper money

Activity: Make a timeline to show how money has evolved over time.

Different Countries have Different Currencies

Different countries have different currencies, or kinds of money. The money of Pakistan is called the Rupee. The money of the United Arab Emirates is the Dirham. The money of the United States of America is the Dollar. The money of the United Kingdom is the Pound.

The Currencies of Different Countries

The Role of Money in People's Lives

Money plays a major role in the lives of most people. The more money people have, the more goods and services they can buy. People who have more money have a higher standard of living than those who have less money.

Money, also called currency, has three main functions in an economy.

1. It acts as a medium of payment or exchange. When people works on a job,

they are paid in currency that they can easily spend on things they need such as food, clothes, education, and health care. Money makes it easier to buy and sell.
2. Money also provides a measure of the value of a good or service. This allows people to **compare** different goods and services easily.
3. A third function of money is that it acts as a store of value over time. When we get money, we do not have to use it right away. We can **save** it and exchange it for goods and service at a later time.

Money that is earned is called **Income**. There are many ways to earn money. Two basic ways to earn money are given below.

1. One way is to make something that others are willing to buy. The something you make is called a **good**. For example making and selling homemade biscuits, lemonade or jewellery.
2. The other way is to do work that others are willing to pay you for. This work is called **service**. Examples of services include cutting hair, sewing clothes and mending shoes.

Activity: List the various ways in which income is generated.

Have you ever tried to sell a good or service to people outside your family perhaps to friends or neighbours? If you have, you were probably an **entrepreneur**.

An entrepreneur is, "A person who organizes and manages a business for the sake of profit." In short, an entrepreneur is a **business person** who does these things:

1. Sees an opportunity for making money
2. Makes a plan
3. Starts the business
4. Manages the business
5. Gets the profit

A business can be a big company that makes televisions or computers. A business can also be small such as a neighbourhood grocery store or a juice stand at a local market.

SUMMARY

In this chapter we have learnt how money has evolved over time and that different countries have different currencies. We have also learnt about the role of money in our lives and the ways in which we can generate income. The chapter encourages you to become an entrepreneur by starting your own business.

EXERCISE

A. Multiple choice questions

1. For every question, three answers are given; tick the correct one.

i. When goods are exchanged for goods the system of exchange is known as

a. Barter b. Loan c. Trade

ii. What is the currency of Great Britain called?

a. Dollar b. Euro c. Pound

iii. What is money that is earned called?

a. Expenditure b. Income c. Loan

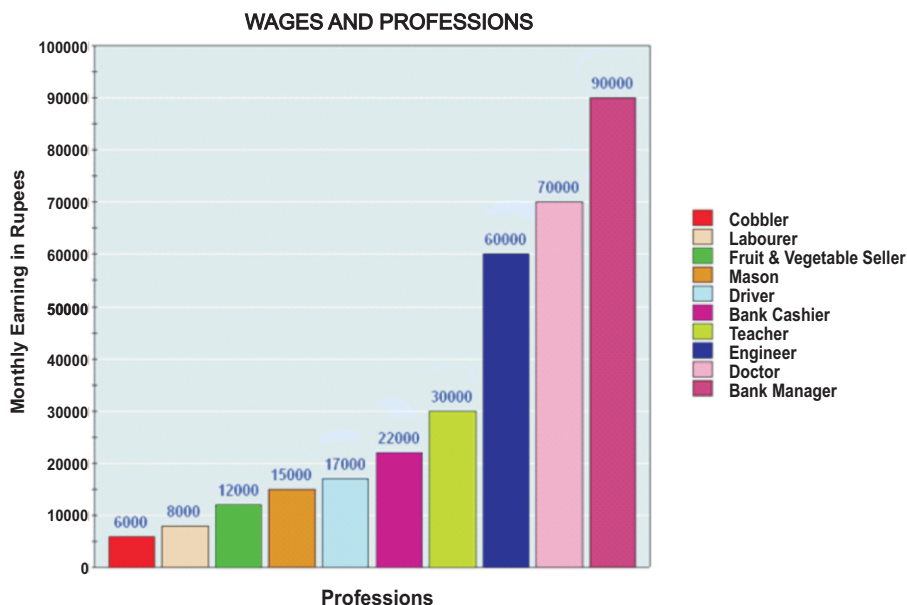
iv. Which was the first country to have paper money?

a. Australia b. China c. United States of America

v. What is money that is spent called?

a. Expenditure b. Income c. Loan

B. Answer the questions

1. In chronological order list the way money evolved.
2. List all the ways by which people generate income.
3. List three reasons why people in different professions are paid different wages. Do you think this is fair? Give two reasons for your answer.
4. Name three goods sold and three services offered in your neighbourhood. Besides each write down what it costs. Find out from your parents what is cost when they were as young as you.
5. Interpret the graph of wages and professions given below to identify the relationship between the two. Answer the following questions.

(i) Who has the lowest earning per month?
(ii) Who has the highest earning per month?
(iii) Who earns more than an engineer but less than a bank manager?
(iv) Who earns more than a bank cashier but less than an engineer?
(v) Why is there a difference in earnings of different professions?

C. Make a table

Make a table listing the names of ten countries of the world in column A and the name of the currency of the countries in column B.

D. Practical work

1. Talk to a businessperson in your neighbourhood. And find out how she/he runs her/his business. You may ask them the following questions.

(i) Where did you get the idea of starting this business
(ii) How did you plan for and start the business?
(iii) From where do you buy the things needed for your shop/business
(iv) How many people work with you in running this business?
(v) What other costs are there in this business?
(vi) Do you have any partners in this business?
(vii) What is their share in the profit
(viii) Who buys the goods that you are selling?
(ix) How do you calculate your profit or loss?

E. Extension activity

Money plays a very important role in our lives. Do you think it is alright to acquire money through wrong means (eg. stealing, charging more than the price, taking money to do something you are paid to do)? Give three reasons for your answer.

Chapter 10

MEANS OF INFORMATION

Learning Outcomes

After studying this chapter the students will be able to:

1. Identify the various means of information.
2. Differentiate between mass-media and non mass-media.
3. Identify the advantages and disadvantages of various means of information.
4. Identify the role of media in the political process.
5. Distinguish between relevant and irrelevant information.
6. Differentiate between different points of view on a subject in newspapers articles and news reports.
7. Identify bias in advertisements and news reports.
8. Interpret information from newspapers, television, and internet.
9. Make a class newspaper (informative articles, advertisements, editorials, news items, weather reports, cartoons, etc.).
10. Create a public service message on a current social or environmental issue for radio, television, newspaper or internet.
11. Conduct a survey with students in their school to identify the most and least popular TV program and share the information (organize information in the form of tables, graphs, and charts).
12. Defend their position on which is the most important means of information today.

COMMUNICATION

Communication is a process of sending messages to others and receiving messages from others. We send messages to others by speaking, writing or by making signs. In the past most of this communication was done by telephone or through writing letters and sending them by post. Nowadays, most communication takes place through mobile phones and the internet. We talk on mobile phones and Skype with people at home and around the world through the internet. We send SMS messages on mobile phones. We also use mobile phones and the internet to send letters by e-mail (electronic mail) to people anywhere in the world almost immediately. These means of communication are usually limited to communicating with a few people such as family, friends and colleagues at work.

THE MEANS OF INFORMATION

A means of communication that reaches a large number of people at the same time is called mass communication. Newspapers, the radio, television and the internet are the mass media used for mass communication. The mass media serves as a means of information as it keeps people informed of the events that are taking place within the country and around the world.

Newspapers

The older means of information is the newspaper. Newspapers cover local, national and world news. They also have informative articles, interesting stories and advertisements.

In Pakistan, daily newspapers are generally published in Urdu and English. Newspapers are also published in Sindhi, Punjabi, Gujrati, Pushto and Siraiki languages. Many newspapers publish special editions on Sunday and a special section for children once a week. Supplements on national days and special events are also taken out. The main source of income for newspapers comes from advertisements.

Nowadays most newspapers are published online in addition to print. The online versions of newspapers are called online newspapers or news sites.

Teachers Note:
Bring in 2-3 different newspapers and show the students the different sections: news, articles, editorial, weather reports and cartoons.

Activity
Make a class newspaper. In groups of four choose one section of the newspaper toprepare. For example, one group write articles on events that have occurred in your school, another group writes stories that will entertain and so on. When all groups have completed their work, put it together in the form of a newspaper. Place it in aplace so other children in the school can read it. If you have access to the computer and the internet you can prepare an online newspaper.

Radio

The radio is an important means of information, education and entertainment. Radio stations broadcast the news and various educational and entertainment programs.

Guglielmo Marconi invented the radio in 1895AD. As the radio can be battery operated, it is easy to transport and can be listened to anywhere, even while on the move such as while driving a car.
At the time of independence, Pakistan had three radio stations which were established at Peshawar, Lahore and Dhaka. Now, almost every large city in the country has a radio station that broadcasts news and entertainment programmes in different languages. Radio stations earn money to produce and broadcast their programmes through advertisements.

Activity
Identify three merits and three demerits of the radio.

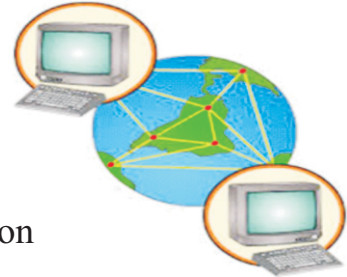
Television

Television is another important means of information. News programmes, documentaries and dramas on television inform, educate and entertain people. Special programmes are telecast to educate and entertain children. Nowadays with the latest satellite technology, events taking place within the country and abroad are telecast live.

The first television station of Pakistan was established in 1964, at Lahore and for a long time there was only one channel, that is, PTV. Nowadays, dish antennas and cable networks have increased our access to a large number of television channels. Many of these channels show programmes in one area such as news, sports or drama. These days you can watch television programmes through the internet as well.

Like the newspaper and radio, advertisements are the main source of money. Television owners or cable operators charge a small fee which provides income to them. Some of the income is used to produce or purchase the various programmes telecast.

Activity
Identify three advantages and three disadvantages of television.

Internet
The information sharing system of millions of inter connected computers from around the world is called the Internet. The internet is a huge storehouse of information on all subjects. We can obtain information on any topic by simply typing in the keywords in the search engines.
Some people do fraud on internet by posting fake information or steal secrete information, called Hacking.

Advertisements
One of the major uses of mass media is advertising. Advertisements serve the purpose of drawing the attention of people to such things as products and services for sale, job vacancies and admissions in educational institutions. Advertisements are the main source of income for newspapers, radio stations, television channels and the Internet. Advertisements are usually biased because they only tell us the good things about the goods and services being sold. For example, eating lots of food cooked in oil is not good for our health but advertisements for cooking oil often state how good they are for our health. Similarly, soaps claim to make us fair and lovely when in reality all they do is help us to stay clean.

Activity
Look at advertisements in newspapers or on television an identify all the positive things about the product or service being advertised. Now write at least three things that are negative about the product or service.

Factors that Influence the Information We Receive
When news is spread by word of mouth, people tend to play up or play down an event, depending on the importance of the event to them. The same happens with newspaper, radio, television and the internet. There are numerous news article for publication, to be broadcast or shown on television. A news article should be a description of some factual situation and should not contain the reporters personal opinions. For example, when a reporter visits the site of an earthquake, he/she should report what actually happened in the affected area. However, in the news report experiences and observations of the affected people may be reported in a way that may be biased. For example, in a news report on an earthquake, the reporter may present the views of a small group of affectees who have not been properly assisted by the government, while failing to note the large number of people who have been assisted well.

We need to be aware that what is printed, broadcast, telecast or put on the internet may not be presented truthfully but present one point of view. Therefore, when reading the newspaper, listening to the radio, watching television or accessing information from the internet we should not jump to conclusions but find out more and to use our critical thinking skills to work out our own views and opinions.

Activity: Read a story about the same event in two different newspapers (two different radio stations or two different television channels). Compare them (give similarities and differences). Say why you think they are different.

The Role of Media in the Political Process

The media has become increasingly influential in the political process in recent years. In a democracy, the free flow of information, ideas, and opinions is critical. The media plays the role of providing people with correct and unbiased information about political persons, political events, political institutions and political processes so that they can act accordingly. It also facilitates the exchange of ideas and opinions on a wide range of topics of interest to the people. As everyone ideas and opinions are different, the free exchange of ideas and opinions both supporting and opposing provides healthy debate and allows for people to make up their own mind regarding the ideas and views being discussed.

During elections the media keeps the people informed of who is standing for elections, the political party to which they belong, what role has the political party and the politicians played in the past and what the party aims to do for the welfare of the people if it comes to power. It, thus, facilitates communication between the candidates standing for elections and the voters.

Another very important role of the media is that it serves as a “watch dog” on all the three main branches of government: legislature, executive, and judicial branch. The press, radio and television call attention to wherever there is corruption misuse and abuse of power in government with the proliferation of cable television and the internet, The media has become more active then ever in serving as a watch dog on the government. In the past decade, investigation journalism has exposed scores of crooked politician, government official and corporations.

SUMMARY

In this chapter we have learnt about the importance of communication that reaches a large number of people and the means such as newspapers, radio, television and the Internet that is used to facilitate mass communication. We have also learnt the importance of carefully considering what we read and hear as information can be biased by presenting only one point of view. This is especially so in advertisements. The importance of the mass media in our daily, especially the role it plays in the political process, that is, in helping us decide who to vote for and holding the government accountable is also discussed.

EXERCISE

A. Multiple choice questions

1. For every question, three answers are given; tick the correct one.

i. The activity of sharing information with others is also called
   a. Communication   b. Dialogue   c. Discussion

ii. Newspapers are a form of
   a. Electronic-Media   b. Mass-Media   c. Print-Media

iii. Where was the first radio station of Pakistan established?
   a. Karachi   b. Lahore   c. Peshawar

iv. When was the first TV station established in Pakistan?
   a. 1960   b. 1964   c. 1968

v. What is the interconnection of computers around the world called?
   a. Letters   b. Internet   c. Telephone

B. Answer the following questions

1. List the various means of information.
2. What is the importance of the means of information?
3. Differentiate between mass-media and non mass-media.
4. What is the purpose of advertisements?
5. What is the role of the media in the political process?
6. Which is the most important means of information today? Give three reasons in support of your answer.

C. Make a table

Make a table like the one below. List the means of information. State two advantages and two disadvantage of each.

Means of Information	Advantages	Disadvantages

D. Practical work

1. Choose an advertisement. Look at it and answer the following questions.

- What is the name of the product being advertised?
- Describe the advertisement. (eg. Are they any people, how old are they, how are they dressed, is there anything written, what does it say).
- Who is it that the advertisers want to sell their product to? (eg. young people like you, your parents, wealthy people, girls, boys).
- How was the advertisement made appealing to the people the advertisers want to sell their product to? (eg. Use famous actor/actress, an expert such as a doctor/dentist, showed a lot of people using it)

- Is both positive and negative information about the product given?
- Do you think what the advertisers say about their product is true? Why?
- What information would the advertisers need to add to make it true?

Note: When there is only positive or only negative information provided about someone or something we say that it is biased.

2. Read two newspaper articles or watch the news on the television and identify the point of view presented therein.
3. Read a news article about the same event in an Urdu and English newspaper. Identify the point of view presented in each.
4. Working together in small groups create a public service message on the issue of environmental pollution to be communicated through radio, television or the Internet. Share your message with your colleagues in class as you would on radio, television or the Internet with your class.
5. Prepare a questionnaire to find out which is the most popular television program and which is the least popular television program in your school. Conduct the survey. Organize the data collected and present in the form of a table or a graph.

E. Extension activities

1. Divide the class into 8 groups. Ask half the groups to design an advertisement to describe a product positively and encourage people to eat, visit, do or buy it. Ask the other half of the groups to describe it negatively and discourage people from eating, visiting, doing or buying it. Groups 1 and 2 Eating Burgers.

   Groups 3 and 4 Visiting the Zoo

   Groups 5 and 6 Cleaning the school as good citizens

   Groups 6 and 7 Soap

   Have the two groups come together and make an advertisement that is fair, that is, shows both the positive and negative sides of the good or service.
2. Visit a nearby radio or television station to see how it operates.

Teachers Note

Arrange a debate in class on "Television is the most important means of information". Have half the class be for the topic and half against the topic. Ask 3 students to share their ideas for the topic and 3 students to share their ideas against the topic. Encourage all the students to listen and to challenge the ideas presented.

Chapter 11

OUR VALUES, OUR BEHAVIOR

Learning Outcomes

By the end of this chapter students will be able to:

1. Recognize that there are different values.
2. Identify the factors that influence values (culture, education, religion, etc).
3. Describe their personal values and how they developed these values.
4. Identify values from given scenarios.
5. Recognize the values underpinning their behavior.
6. Understand that responses to a given situation may differ because of different values.

WHAT ARE VALUES?

Values are the principles that guide the way we live our lives. Some examples of values are punctuality, honesty, fairness, collaboration and competitiveness. We may have values which are particular to us. Values can be related to our personality such as our desire to work with others. Values can also be related to our needs to be safe or to do well in school so as to get a good job. They can also be related to our understanding of our social context such as the value of cleanliness or care for the environment.

Our values develop from a combination of our background, our experiences, and our developing sense of self. While some of these values may stay the same throughout our lives such as the desire to work independently, others will develop and change as we do. For example, it is very common for people to change their attitudes to salary, job security, and working hours as they change from being single to getting married and becoming a parent.

While we have our own values, we also share some of the values of the people around us such as our family or friends, or our ethnic or national group. For example, we may share the values of love of family and loyalty to friends as well as the values of respect for elders or hospitality.

Values are ideals. Life in the real world often requires us to make choices and compromises, and we constantly prioritize our values accordingly. We may change them through experience or pressure. For example, you usually break the line because you want to get to the canteen first. One day someone else breaks the line and gets in front of you. You realize that breaking the line is unfair. From the next day you wait in line for your turn.

Activity
List three values you think all the members of your family share and list three values that think you and your friends have in common.

Factors that Influence the Development of Our Values

Family

Our families have the most influence on our lives. They are the ones responsible for teaching us the difference between right and wrong. From the moment that we are born, they became our role model. What happens at home shapes our values. For example, if at home we are taught to respect others, then we will respect others. If conflicts at home are solved by arguing and fighting with each other, then we might think it is alright to solve conflicts by arguing and fighting.

School

Schools also influence the development of our values. Schools require us to come on time, be neat and clean, wait for our turn and do our work well. Through these requirements they teach us the values of punctuality, cleanliness, respect for others and hard work. In class if our teachers encourage us to work with others, we learn to value collaboration but if they teach us to compete with each other we learn to value competition.

Personal Values

Friends

As we grow up our friends influence our values. Friends can have a positive or a negative influence on the development of our values. If our friends study hard and are determined to do well in school, we will most probably also study hard so as to do well at school. If our friends bully some children, we may think it is alright to bully others.

Religion

Religion plays a very important role in value development. All religions have codes of behavior for those who follow them and which influence how they live. Very often the laws and social customs in a society are based on religious teachings. Since these laws govern almost all of our day to day behavior, we are influenced by religion in nearly everything we do.

Society

The society in which we live also influences our values. It teaches us what is good and bad and what is desirable and undesirable. Often whatever the society accepts as right, people think of it as right even though sometimes it is wrong. For example, in our society we deal with conflict by using violence. We fight, we burn private and public property and we even kill others. This is wrong. We need to learn how to manage and resolve conflict peacefully.

Media

The media also plays an important role in shaping our values. When we watch television dramas, listen to music, or follow sports activities we begin to develop a liking for some actors, singers or sports people. With time we want to be like them and tend to copy what they do. For example, we may learn from sports people to play fairly or we may learn it is alright to cheat to win.

Activity:

i) From the list of values given in the box, identify seven (7) values that are important to you. For each of the values chosen, identify who has influenced the development of this value in your life: your family, school, friends, religion society or media. You may indicate more than one.

.

Achievement (results brought about by making an effort), Care for the environment, Cleanliness, Education (going to school/ college to learn), Fairness (treating others fairly), Family, Forgiveness (to pardon or treat others with mercy), Health (to keep well in mind and body), Honesty (to be sincere and truthful), Perseverance (keep doing a task until successful) Respect for others.

ii) Who has had the most influence on the values you choose? Why?

iii) Whose advice do you follow the most: parent, teachers, friends? Why?

Influence of Values on Our Behaviors

Our values have a major influence on our behavior. People who value tradition are more likely to observe their traditions and customs. People for whom time is a value are more likely to complete their work on time and be on time for various functions.

Our behaviors, however, are not always in line with our values. We might value helping others, but fail to do anything when we see someone being bullied. Similarly, we may value the environment but support cutting down trees to widen a road. Why is this so? In the first example, we may feel powerless to help the person being bullied. In the second example, we may feel that a better transportation system will lead to economic growth which is more important than the environment.

This clearly shows that there are various personal reasons as well as societal reasons that prevent us from behaving in accordance with the values we hold. Our families, our education, our culture or the media may also prevent us from behaving according to the values we hold.

SUMMARY

In this chapter we have learnt that values are the principles or standards which guide the way we live our lives and that our values are influenced by our families, school, friends, religion, media and the society in which we live. We have also learnt that values influence our behavior, but that sometimes personal or social pressures prevent us from behaving in accordance with the our values.

EXERCISE

A. Answer the following questions

1. What are the factors that influence our values. Give examples to show how family and school influence our values.
2. List 5 values important to you. For one of the values listed, identify three behaviors you engage in that show this value.
3. Fairness is giving people what they need when they need it. That means playing by the rules, taking turns, sharing, and giving everybody a fair chance. Read each statement. Write fair or not fair for each statement. Rewrite the statements identified as not fair to make them fair,
   a. Everyone passes the football around but not to the weakest player on your football team.
   b. You allow someone to cut in line in front of you.
   c. You wash the dishes and your brother or sister dries them.
   d. Your brother shares his toys with you and then you make him pick them up all by himself.

e. You change the rules in the middle of the game because your team is losing.
f. You find some money in class; you ask whose it is and give it to him/her.
g. You can't find your pencil and your classmate has an extra one that looks just like yours, so you take

4. Read the scenario below.

Saleem is very good at cricket and knows it. But he makes all the other children in the cricket club feel bad by making negative comments about how they play. When the children vote for Ali instead of him as captain, Saleem is upset. He asks the teacher, "I am the best at cricket, why didn't they vote for me?" The teacher explains that even though he thinks he is helping the other players, he is not showing respect for their feelings. She asks him to ask himself, "Is this how I want someone to talk to me?"

Read each statement below. Write respectful or disrespectful for each statement.

Can't you figure out how to hold the bat?

Would you like my help? I can show you a good way to hold the bat.

What's taking you so long to hit the ball?

That's the dumbest move I ever saw.

Maybe I can show you how to help your partner.

Would you mind if I made a suggestion?

Can't you remember anything I teach you?

B. Make a table

Make a table to show three values you have learnt in school. For each value identify three behaviors you engage in to show that value.

C. Practical work

Identify the ways you can show the value of 'care for the environment'. Demonstrate your value by doing something to show you care for the environment.

D. Extension activity

The world would be different if people did not have values. If people did not have values, what differences do you think would be visible in our day-to-day lives?

Chapter 12

THE SYSTEM OF GOVERNMENT IN PAKISTAN

Learning Outcomes

By the end of this chapter students will be able to:

1. Give reasons for the need of a federal government.
2. Compare the formation of government at provincial and federal levels.
3. Compare the working of the three branches of government.
4. Describe the function of political parties in a democratic system.
5. Explain the relationship between the provincial and federal government in Pakistan.
6. Identify the steps of the law making process in Pakistan.
7. Construct a simple chart to show the relationship and processes between the different courts in Pakistan.
8. Discuss the importance and authority of Supreme Court over the High Court.
9. Identify a major issue and investigate how the law can help to solve the issue.
10. Understand the importance of the constitution.
11. Interpret some rights of citizens given in the constitution of Pakistan.
12. Identify behaviors that have been guided by the concerns for the law.
13. Use a problem-solving strategy to suggest ways to solve a national problem.
14. Participate in projects designed to help others in their local community.
15. Identify a national/ current issue and find the actions that the government is taking and suggest alternative actions to solve the problem.

THE SYSTEM OF GOVERNMENT IN PAKISTAN

In class IV we studied that each province has a provincial government to look after the affairs of the province. In the same way, to look after the affairs of the whole country, we have a federal government. The Constitution of Pakistan calls for the sharing of power between the two levels of government: the federal government and the provincial government.

The Constitution

The constitution is the most important law of the country. It:

- outlines the structure of the government;
- defines the powers and limits of each branch of the government;
- defines the relationship between the federal and provincial governments; and
- lists the rights and duties of the citizens and serves to protect the rights of all citizens.

The Main Features of a Federal Government

A federal system of government provides for power sharing between the federal government and the provincial government. The federal government has powers in certain key areas such as foreign policy, defence and finance. It also prepares the country's annual budget and development programs. The provincial government has power in areas such as education, health, law and order and development. The federal government also has power in these areas, however, it can only make national policies and handle the international aspects of these services. In case of any dispute between the federal government and the provinces, the Supreme Court of Pakistan, decides the case based on its interpretation of the law. The following are the federating units of Pakistan:

- The four provinces: Balochist
  Khyber Pakhtunkhwa,
  Punjab and Sindh.
- The Federal Capital
  Territory Islamabad.
- Gilgit -Baltistan (G -B).

Merits of a Federal System of Government

The federal system of government ensures the unity of the whole country by taking care of areas such as defense and foreign affairs which are important to all the federating units. The provincial governments administer their own provinces as they can better use their resources to address the local needs and challenges. The federal and provincial governments work together to ensure the good of all the people of Pakistan.

The Structure and Functions of the Federal Government

Like the provincial government, the federal government has three branches:

- the legislative branch, which makes the laws for the country
- the executive branch, which enforces the laws of the country
- the judicial branch, which interprets the laws and provide justice

The Legislative Branch: The Parliament

In our country, the legislature is the Parliament. The Parliament has two Houses: the upper house and the lower house. The lower house is known as the "National Assembly" and the upper house as the "Senate". The Parliament is very important because it makes the laws and can also change existing laws.

Fig.12.1 The Legislature

Activity:
Find out what the legislative bodies are called in the US, in England and in India.

The National Assembly

The National Assembly

The National Assembly is also called the lower house. There are 342 Members of the National Assembly or MNAs. Political parties nominate their members to stand for elections to the National Assembly in different constituencies. The person who obtains the largest number of votes wins the election and becomes an MNAs for a period of five years. The political party

with the greatest number of seats in the National Assembly forms the government and the leader of the party becomes the Prime Minister. All the members of the other political parties form the opposition. The opposition selects an MNA from among them to become the leader of the opposition.

Activity Find out the number of member and complete the table			
Territory	General seats	Women seats	Total Seats
Punjab			
Sindh			
Khyber Pakhtunkhwa			
Balochistan			
FATA			
Islamabad			
Total Seats			
Minorities			
Total Seats			

At the first meeting of the National Assembly, the MNAs elect the Speaker and the Deputy Speaker.

The functions of the National Assembly are to

- make or change existing laws;
- keep a check on the executive; and
- pass the annual budget and all finance bills.

MNAs discuss and debate issues and bills. These debates are controlled by the Speaker. The Speaker must be impartial, that is, the Speaker must allow everyone a chance to speak and not take sides when an issue or a bill is being discussed.

The National Assembly also keeps a check on the working of the executive. Members of the National Assembly can ask questions about what a ministry is doing to solve the problems of the people. The minister responsible for the ministry must tell them what they are doing.

قومی اسمبلی نے بجٹ منظور کرلیا سینیٹ کی سفارشات مسترد

مالیاتی بل میں چند ترامیم اور 167 ارب روپے سے زائد کا ضمنی بجٹ بھی منظور، قومی بچت اسکیموں پر ودہولڈنگ ٹیکس ختم کرنے سے متعلق سینیٹ کی مجوزہ ترمیم فنانس بل میں شامل

فنانس بل کے حوالے سے سینیٹ کی بعض تجاویز متعلقہ محکموں کو بھیج دی گئیں، ایوان بالا کی بجٹ تجاویز مسترد ہونے پر چند حکومتی ارکان کا اعتراض

Fig 12.2 Newspaper clipping of Budget being passed

The National Assembly also passes the annual budget for the country. The government needs money to run the different ministries and to develop the country. To get the money to meet these expenses the National Assembly puts taxes on the people.

Activity
Conduct a mock session of the passing of a bill into law.

The Senate

The Senate or upper house has 104 members. Each province has an equal number of representatives in the Senate. They are elected by the MPAs. Like the MNAs in the National Assembly, the Senators in the Senate discuss and debate issues and policies. These discussions are regulated by the Chairman or in the absence of the Chairman by the Deputy Chairman. The Senate reviews the laws passed by the National Assembly and either approves or rejects it.

Look at figure 12.3. It shows how a bill becomes a law.

Look at the pictures below to see how a bill becomes a law.

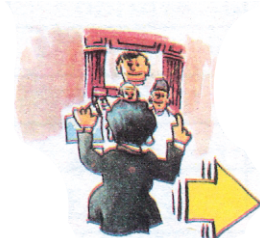
1.The bill is prepared

2. Bill is introduced in the National Assembly

3. Reviewed by the rules committee

4. Examined by a standing committee.

5. Debated on the floor of the National Assembly.

6. The bill is voted on, if it passes, the bill is…

7. Sent to the Senate

8. Examined by a standing committee

9. Debated on the floor of the Senate

10. The bill is voted on.
If it passes, the bill is…

11. Sent to President.
The President can sign
the bill or not. If it's signed…

12. THE BILL IS NOW LAW.

Activity
Find out the name of the Chairman and Deputy Chairman of the Senate.

The Executive

The executive branch of government carries out plans and policies to makes sure the laws made by the Parliament are carried out. In Pakistan the Executive consists of the President, the Prime Minister, the cabinet and the public or civil service.

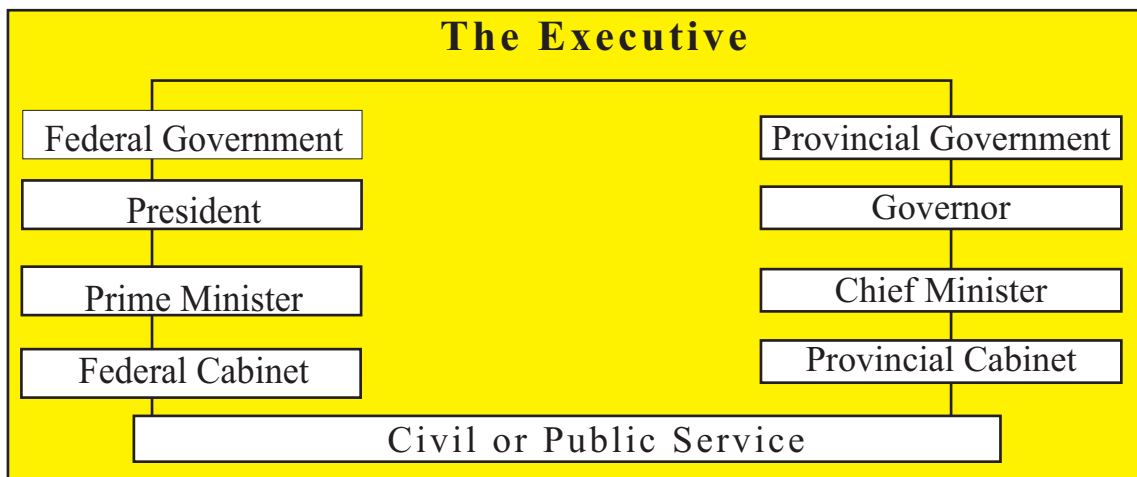



Fig 12.4 The executive branch of government

The President

The President is the Head of State. The President is the symbol of the unity of Pakistan. The President is elected by members of both the houses of Parliament and members of the Provincial Assemblies. The President's acts on the advice of the Prime Minister and the cabinet. The President functions include

- giving assent to bills so that they become law;
- greeting foreign leaders;
- presenting awards and medals to those who make outstanding contributions to Pakistan.

The Prime Minister

The Prime Minister is the head and leader of the federal government. The Prime Minister is also the leader of the national party in power. The Prime Minister chooses other members from his/her party to be responsible for the different ministries, like the ministry of finance, foreign affairs and defense.

The Cabinet

The Prime Minister and the ministers chosen form the cabinet. The cabinet discusses important issues and decides what the government's policies and plans should be.

The Public or Civil Service

The staff of each ministry are called public or civil servants. The civil servants take care of the day to day business of government. They also

- examine issues in their areas of responsibility;
- draw up proposals for new laws which ministers take to Parliament in the form of bills;
- prepare the budget for the ministry.

The Judiciary

The Supreme Court is the highest court of the country. It, along with the five High Courts and the many district and session courts, the judges and the Mohatasibs, form the judiciary.

The main work of the judiciary is to protect the rights of the citizens and to resolve disputes between them according to the law. It interprets the law and also modifies it if it is unjust or against basic human rights. Here we will learn about the work of each the courts.

1. The District or Sessions Courts

Each district has a district or sessions court. These courts are controlled by the High Courts of the province in which they are situated. In these courts, civil and criminal cases are heard and dealt with. Civil cases include disputes over property, marriage, etc, and criminal cases include murder, armed robbery, etc.

2. High Courts

Sindh High Court

There are five High Courts in the country; one each located at the provincial capitals of Karachi, Lahore, Peshawar and Quetta), and one at the federal capital Islamabad. These are only appeal courts, that is, they review the decisions of the district courts.

3. Supreme Court

Supreme Court of Pakistan

There is only one Supreme Court for the whole country. Its headquarters are located at Islamabad, but special benches of it sit at all the provincial headquarters. The work of the Supreme Court is to

- settle disputes between the federal and provincial Governments;
- settle disputes between the provinces;
- hear appeals against the decisions of the lower courts;
- take notice of and hear cases that are of importance to the citizens
- give legal advice to the federal government whenever needed.

The decision of the Supreme Court is final and must be obeyed by all.

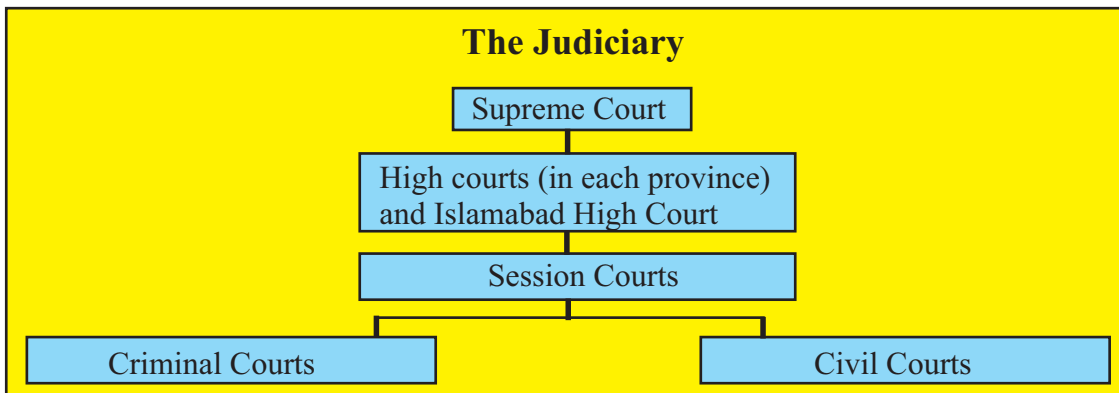



Fig. 12.5. The different levels of courts that form the judiciary of Pakistan

Activity

Write a paragraph saying why it is important for justice to be blind.

Rights and Responsibilities of Citizens

A citizen means a member of a country. Because we are all citizens of Pakistan, we have certain rights and responsibilities. We are given rights so that we can live with

dignity and freedom in our country. These rights are called fundamental rights according to the constitution of 1973. Look at the box below to see some of the rights you have as a citizen of Pakistan

Rights of Citizens

- You have the right to life and liberty
- You have the right to be told why you are being arrested and to be defended by a lawyer of your choice
- You have the right to the dignity of a human being, that is, no One can torture you or keep you as a slave or force you to work
- You are free to move and stay anywhere in Pakistan
- You are free to take up any profession or occupation
- You are free to speak and express your opinion
- You are free to profess, practice and propagate your religion
- You have the right to get, keep and sell property
- All citizens are equal before the law and to are entitled to equal protection by the law
- You have the right to preserve and promote your language and Culture.

Fig 12.6 Rights of citizens of Pakistan

While citizens have rights, they also have some responsibilities. Citizens must:

- respect the rights of others;
- participate in improving their communities; and
- use their knowledge and skills so as to develop their country.

Some responsibilities are made into laws. All citizens must:

- be loyal to Pakistan;
- pay taxes; and
- obey the laws of Pakistan.

Human Rights

The rights guaranteed in the law and upheld by the judiciary are our legal rights. They differ from country to country and can change as the laws of a country are changed.

In addition to legal rights, we also have human rights. Human rights are rights held by all people, all over the world, at all times. Human Rights are universal. Some human rights are similar to the legal rights we have, for example, freedom to speak and express our opinion.

However, even if a human right is not your legal right, you would still have it.

Our human rights are defined in a number of documents: the Universal Declaration of Human Rights 1948 and the Convention of the Rights of the Child 1989 are two important ones.

Activity

For each right given in figure 12.6. What is your responsibility?

Role of Political Parties

Political parties are organized groups of people who want to do something for the welfare of the country. To be able to do this they encourage citizens to join the party and from its members choose candidates to stand for elections. If they win the elections, they obtain the power to make and implement laws and policies for the welfare of the citizens and the country.

Some of the functions of political parties are given below:

1) To speak on behalf of and to do things for the people they serve.
2) To educate the people and mobilize the public opinion towards the solution of their problems.
3) When in opposition, they keep a close watch on the ruling party, in order to make sure it makes the right policies and takes the right actions.
4) At the time of a crisis, such as, a war, they help in public management.
5) They promote national integrity, because they bring together people from different regions, ethnicities, religions and gender on a common platform.

SUMMARY

In this chapter we have learnt the main reasons for a federal government, the structure and functions of the federal government, the working of the three branches of the federal government especially how laws are made, how they are implemented and how they are interpreted by the judiciary to ensure citizens their rights. We have also learnt that the constitution is the highest law of the land, that the constitution has a chapter that identifies the rights of citizens and that not only the law but in order live peacefully with others we must fulfill some responsibilities. The role of political parties in a democratic society are also discussed.

EXERCISE

A. Multiple choice questions

1. For every question, three answers are given; tick the correct one:

i. How many branches of government are they?

a. Two b. Three c. Five

ii. What is another name for the Senate?

a. Lower House b. Upper House c. The National Assembly

iii. What is the minimum age limit to become a parliamentarian in Pakistan?

a. 25 years b. 30 years c. 35 years

iv. How many High Courts are there in Pakistan?

a. Four b. Five c. Ten

v. What is the function of the National Assembly?

a. Implement the laws b. Interpret the laws c. Make the laws

B. Answer the following questions

i. What is a constitution? Why is a constitution important for a country?

ii. Describe the main features of a federal system of government.

iii. Name three political parties and their current leader.

iv. Identify the role of political parties in a democratic country.

v. Identify the steps in the law making process in Pakistan.

vi. Explain the relationship between the federal and provincial governments in Pakistan.

vii. What authority does the Supreme Court have over the High Courts of Pakistan?

viii. Describe the law and order situation in Pakistan and give three suggestions of how it can be improved.

ix. Name the three branches of the federal government. List the work of each of the branches. Now compare it with what you learnt about the provincial government in class four.

x. How are Members of the National Assembly (MNAs) elected?

xi. What is the role of citizens in a democracy?

xii. What are Human Rights? How do they differ from your legal rights as a citizen of Pakistan?

Xiii. Identity the current issue (e-g. illiteracy, law & order) and find out what the government is doing to solve it?

C. Make a table

In column A list five rights from the constitution of Pakistan that you think are important. In column B state why it is important. In column C state what would happen if citizens did not get this right.

D. Practical work

1. Make a chart to show the work of each court and the relationship between the different courts in Pakistan.
2. Identify a problem that children like you face. Identify the right you are being deprived of because of the problem. Find out what the government is doing to address this problem. Visit the office of an NGO or CBO to find out what they are doing about the problem. Identify ways to best solve the problem. Write a letter to the MPA telling him/her about the problem and suggesting what he/she can do to address it.
3. Citizens must know their country well. Make a booklet entitled “My Country”. Follow the instructions below to make your booklet.

- Draw or paste a map of your country. On the map outline the federating units. Name each of them and write the capital cities.
- Draw and colour the flag of your country.
- Draw or paste a picture of a man, a woman and a child wearing the national dress.
- Draw or paste a picture of three famous buildings. Write the name of the building and two sentences to explain why it is famous.
- Draw or paste a ten rupee note. Explain the drawings on it.
- Choose two important rights you have as a citizen. List two responsibilities we have with respect to the rights.
- Write what you like best about being a citizen of Pakistan.

4. Make a scrapbook of picture and articles from the newspaper of citizens working to solve the problems of the people. Identify what you can do to solve problems in your community. Do at least one of the things you have identified. You could encourage others in your class to work with you.

Chapter 13

EXPLORERS AND EXPLORATIONS

Learning Outcomes

By the end of this chapter students will be able to:

1. Explain the reasons for exploration.
2. Identify key past explorations and explorers (Marco polo, Ibn-e-Battuta, Neil Armstrong, Vasco De Gama, etc.).
3. Identify the effects of past explorations.
4. Trace the route of any voyager on a world map.
5. Identify what motivated past explorers to conduct exploration.
6. Construct a third person account of the experiences of any explorer.
7. Explain the success and challenges faced by the explorer of their choice.
8. Predict areas of future exploration and changes that could result from these explorations.

EXPLORERS AND EXPLORATIONS

Throughout history people have always wondered what was beyond the next mountain, how did people in other countries live, what is it like on the moon. Throughout history there have also been people who actually went to new places to find out about them. These people are known as explorers.

The history of the world is filled with explorers, brave men and women who set out into the unknown in search of knowledge and wealth. Even today they are people who continue to explore and make new discoveries in different areas of knowledge.

WHY DO PEOPLE EXPLORE?

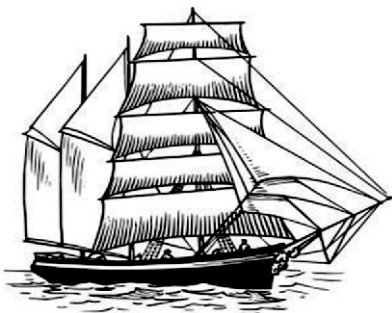
There are many reasons why people go on explorations. Some of them are given below:

i. **Trade:** The rulers of many countries supported explorers in the hope that they would find new trade partners, new trade routes and new goods to trade. This was the case of Vasco da Gama and Christopher Columbus.

Ii. **Gold:** Often explorers have been in search of riches and treasure. The Conquistadors were primarily searching for gold and silver when they conquered the Native Americans.

iii. **Science:** In many cases, explorers are scientists hoping to learn more about nature. They may be hoping to find a new species of animal or a new type of plant.

iv. **Land:** Many explorers claimed the land they found in the name of their country. Countries like Spain, Portugal and Great Britain amassed huge empires during the Age of Exploration.

v. **Challenge:** Many explorers want to test their personal abilities and be the first in the world to do something. These types of explorers include the people who raced to be the first to the North and South Poles, the top of Mount Everest, and to the Moon.

Do you know?

The Age of Exploration or the Age of Discovery took place between the 15th and 17th centuries AD. During this time many countries in Europe sent out explorers to discover new lands, find trade routes, seek treasure, and gain territory for their country. During this time much of the world was mapped and many world civilizations came into contact with each other

Activity

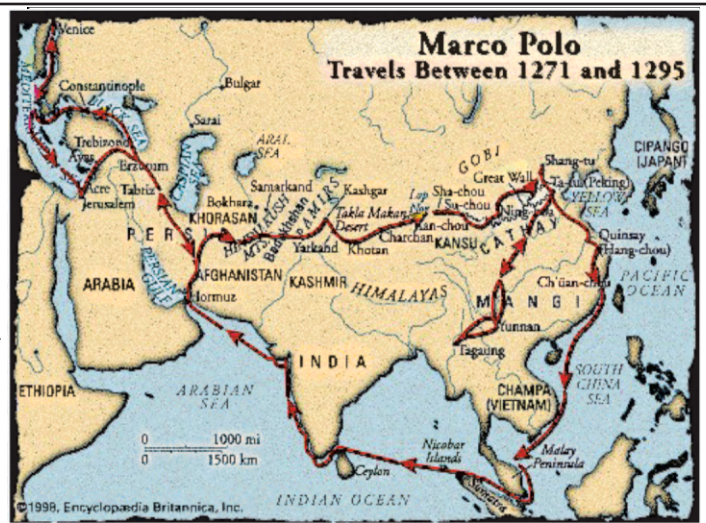
What motivated explorers in the past to go on explorations? What motivates explorers today?

World Famous Explorers

In the next few pages we will learn about some famous explorers including Marco Polo, Ibn-e-Battuta, Christopher Columbus, Vasco da Gama, Edmund Hillary and Neil Armstrong.

Marco Polo

Marco Polo

- **Occupation:** Explorer and Traveler
- **Born:** Venice, Italy in 1254
- **Died:** January 8, 1324 Venice, Italy
- **Best known for:** Travels to China and the Far East

Marco Polo was a merchant and explorer who traveled throughout the Far East and China for much of his life. For many years, his stories were the basis for what most of Europe knew about Ancient China.

Venice was a wealthy trading city and Marco's father was a merchant. Not many people had traveled all the way to China in those days. Marco's father and uncle wanted to try something different. They wanted to travel all the way to China and bring goods from China directly back to Venice. They thought they could make their fortune this way. They travelled to China in 1260 and returned 9 years later in 1269.

A few years later, in 1271 they left for China and Marco went along with them. They arrived in the court of Kublai Khan the ruler of China three years later. Along the way Marco visited many great cities and saw many sites including the holy city of Jerusalem, the Hindukush mountains, Persia, and the Gobi Desert. He met a lot of different people and had many adventures.

Marco lived in China for many years and learned to speak the language. He traveled throughout China as a messenger and spy for Kublai Khan. He even traveled far south of China to where Myanmar and Vietnam are today. During these visits he learned about different places, peoples and cultures. He saw many places and things that no one from Europe had ever seen before. Everything from the food, to the people, to the animals, like orangutans and rhinos, were new and interesting. Marco was fascinated by the wealth and luxury of the Chinese cities and of Kublai Khan's court. He had not seen anything like it in Europe.

After twenty years of traveling, Marco, along with his father and uncle, decided to head home to Venice. They returned home in 1295 AD. A few years after returning home, Venice fought a war with the city of Genoa. Marco was arrested. While he was under arrest, Marco told detailed stories of his journeys to a writer who wrote them all down in a book called, The Travels of Marco Polo.

The Travels of Marco Polo became a very popular book. It was translated into many languages and read throughout Europe. After the fall of Kublai Khan, the Ming Dynasty took over China. They were very suspicious and distrustful of foreigners so there was little information about China available. This made Marco Polo's book even more popular.

Activity
Look at the map showing Marco Polo's travels. Look at a map of the world today and name all the places he visited.

Ibn-e-Battuta

Ibn-e-Battuta

- **Occupation:** Explorer and Traveler
- **Born:** Tangier, Morocco in 1304
- **Died:** Around 1377 in Morocco
- **Best known for:** travelling across all the continents of the world, over a span of 25 years.

Muhammad Ibn-e-Abdullah Ibn-e-Battuta was born in Tangier, Morocco, in 1304. He belonged to the Berber tribe and is considered to be one of the great travelers of the world. In 1325, at the age of 21, he set off for *Hajj* to Makkah. He travelled over land, following the North African coast. The route took him through Algiers and Tunis. In 1326, Ibn-e-Battuta reached Egypt and then went to Syria, where he joined a caravan travelling to Medina. After a few days in the holy town, he went to Makkah and performed Hajj.

Do you know?
Ibn-e-Battuta's traveled more than 75,000 miles across the world.

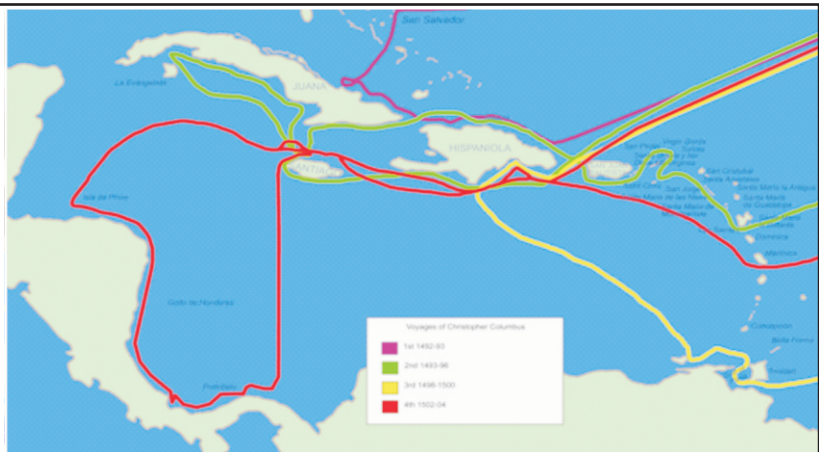
Ibn-e-Battuta wanted to explore, learn, write and teach. From Makkah, he embarked on a journey that continued for 25 years. During these years, Ibn-e-

Battuta visited most of the known Muslim world as well as many non-Muslim lands. His journeys included trips to Eastern Europe, Middle East, South Asia, Central Asia, Southeast Asia and China. He also visited Delhi at the time when Muhammad Tughlaq was ruling India. Since, Ibn-e-Battuta was a jurist of Islamic Fiqh, the King appointed him as a Qadhi (Judge).

Activity
On a World map mark all the places visited by the great traveller Ibn-e-Battuta.

Christopher Columbus

Christopher Columbus

- **Occupation:** Explorer
- **Born:** 1451 in Genoa, Italy
- **Died:** May 20, 1506
- **Best known for**: Discovering America

Christopher Columbus is the explorer who is credited with discovering America. Of course, there were already people living in America at the time who we call Native Americans. There were also other Europeans who had been to the Americas before. However, it was Columbus' voyage that started the exploration and colonization of the Americas.

Columbus worked as a trader in Lisbon where he learned to make maps and navigate a ship. Columbus and his brother, Bartholomew, knew that there were great riches to be had in China and East Asia. However, traveling over land by the Silk Road was dangerous and a sea route around Africa seemed too long. Columbus thought he could sail straight to China by crossing the Atlantic Ocean. It turned out that Columbus was wrong. There was another land, the Americas, between Europe and Asia.

Columbus spent years trying to convince someone to pay for his voyage. Finally, he was able to convince Queen Isabella and King Ferdinand of Spain to pay for it.

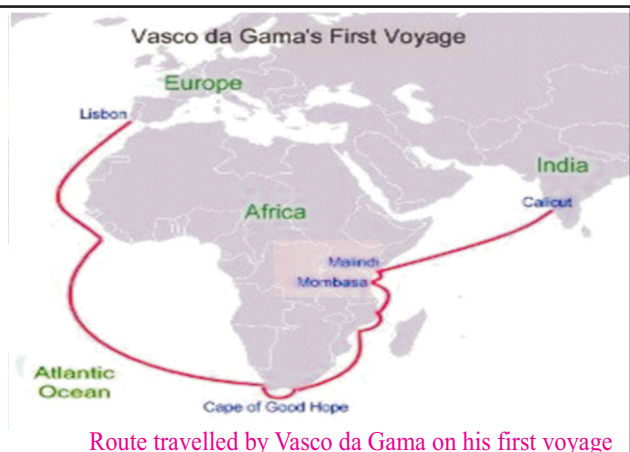
He set sail on August 12, 1492 with three ships named the Nina, the Pinta, and the Santa Maria. The voyage was long and difficult. His men threatened to mutiny if he did not turn back. Columbus promised them he would turn back in two days if they didn't find land. On October 12, 1492 land was spotted. It was a small island in the Bahamas that Columbus named San Salvador. He called the people that he met

there 'Indians' because he was convinced that he had landed on islands off the coast of India.

Upon returning to Spain, Columbus was treated like a hero. He presented some of the new things he had found such as turkeys and pineapples and even some people he had captured to the king of Spain. The King was very pleased and funded future expeditions.

After his first voyage, Columbus made three more voyages to the Americas. He explored more of the Caribbean and even saw mainland America. Columbus died on May 20, 1506 thinking he had discovered a shortcut to Asia across the Atlantic Ocean. He never knew that the land he found was the Americas.

Vasco da Gama

Vasco da Gama

Route travelled by Vasco da Gama on his first voyage

Vasco da Gama was born in a small coastal town in Portugal named Sines. His father was a knight and an explorer. He followed in his father's footsteps and soon commanded ships in the King's name.

Spices from India were very popular in Europe; however, the only way to travel from Europe to India was over land. This was a long and expensive trip. The King of Portugal thought that if he could find a way to get to India by sailing on the ocean, he would start trading spices in Europe and become rich.

An explorer by the name of Bartholomew Dias had discovered the Cape of Good Hope at the tip of Africa. Some people thought that there may be a way around the Cape to India. However, many were doubtful and thought that the Indian Ocean did not connect with the Atlantic Ocean.

Vasco da Gama was given a fleet of ships by the King and told to find a trade route around Africa to India. He was also told to find any other trading opportunities along the way. Vasco da Gama left on his first voyage from Lisbon, Portugal on July 8, 1497 with 170 men and 4 ships.

The expedition rounded the southern tip of Africa at the Cape of Good Hope on November 22. They then headed north up the coast of Africa. They stopped at trading ports along the way including Mombasa and Malindi. At Malindi they met a local navigator (guide) who knew the way to India. With the help of a Monsoon wind they were able to cross the Indian Ocean and arrive in Calicut, India in less than a month.

The voyage back from India to Portugal was disastrous. Around half of Vaso da Gama's crew died from scurvy as the trip back took much longer. On returning home, he was given a hero's welcome as he had found the much needed trade route to India.

Vasco da Gama commanded two more fleets to India. The second voyage was more of a military expedition. He captured Arab ships and tried to show the might of the Portuguese navy.
On the third voyage Vasco was to take over as Viceroy of the Portuguese in India. However, he died of malaria shortly after arriving in India.

Activity:
What was the impact of Vasco da Gama finding a sea route from Europe to India on a) Europe and b) India.

Fun Fact
There is a crater named Vasco da Gama on the Moon.

Sir Edmund Hillary

Sir Edmund Hillary was an explorer and mountain climber. Together with Sherpa Tenzing Norgay, he was the first to climb to the summit of Mount Everest, the highest mountain in the world.

Edmund Hillary was born in New Zealand. He became interested in climbing when he was 16 years old and climbed his first major mountain when he was 20. He continued his love for exploring and climbed many mountains in the coming years.

In 1953 the British had received approval to make an attempt at scaling Mount Everest. The government of Nepal would only allow one expedition a year, so this was a big deal.

Sir Edmund Hilary and Sherpa Tenzing Norgay

- **Occupation:** Explorer and Mountain Climber
- Born: July 20, 1919 in Auckland, New Zealand
- **Died:** January 11, 2008 in Auckland, New Zealand
- **Best known for:** First **to** climb Mount Everest

The leader of the expedition, John Hunt, asked Hillary to join in the climb.

Mount Everest

When climbing a mountain as high as Mount Everest, a large group of people are needed. There were over 400 members in the expedition. They climbed the mountain in stages, moving to a higher camp every few weeks and then getting acclimated to the high altitude. At each stage fewer and fewer people continued to climb. Once they got to the final camp, there were two teams chosen to climb the last stage to the summit. One team was Edmund Hillary and Tenzing Norgay. The other team was Tom Bourdillon and Charles Evans. The team of Bourdillon and Evans tried first, but they failed to make it to the top. They got within 300 feet, but had to turn back.

Finally, on May 28, 1953, Hillary and Tenzing got their chance to try for the summit. They ran into some difficulties, including a 40 foot rock wall that is today called 'Hillary's Step', but they made it to the top. They were the first to climb to the top of the world! Because the air was so thin, they only stayed at the top for a few minutes before returning to tell the world of their achievement.

Neil Armstrong

Neil's love for flying started at a young age when his father took him to an air show. From then on his goal was to become a pilot. At the age of 15, he got his pilot's license.

Neil Armstrong

- **Occupation:** Astronaut
- **Born:** August 5, 1930 in Wapakoneta, Ohio USA
- **Died:** August 25, 2012 in Cincinnati, Ohio
- **Best known for:** First person to walk on the moon.

Armstrong went to Purdue University and earned his bachelor's degree in aerospace engineering. He later got his masters degree at the University of Southern California. During college, Neil was called up by the Navy and became a fighter pilot. He fought in the Korean War where he flew fighters from aircraft carriers. At one point his plane was hit by enemy fire, but he was able to safely eject from the plane and was rescued.

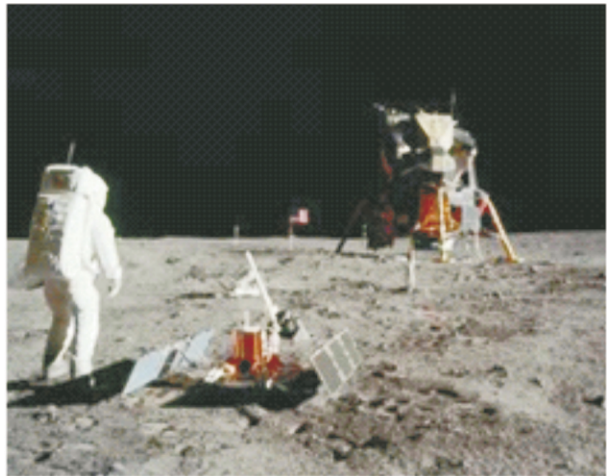
After graduating from college, Armstrong became a test pilot. He flew all sorts of experimental planes testing them out to see how well they flew. It was a dangerous job, but very exciting. He flew over 200 different types of aircraft during his career.

Edwin Aldrin and the US Flag

Armstrong applied to become an astronaut and in September of 1962 he was selected for the NASA Astronaut Corps. He had to go through a series of harsh physical tests, which he passed becoming a NASA astronaut.

On December 23, 1968 Neil was offered the command of the Apollo 11. This would be the first manned landing on the Moon. This was an exciting time for the entire United States. The United States was in a race with the Soviet Union to put the first person on the Moon. If the flight was successful, Neil Armstrong would be that person.

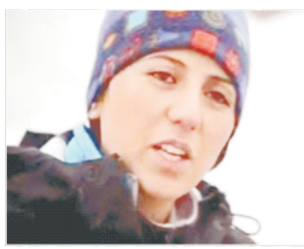
After months of practice and preparation, the Apollo 11 spacecraft was launched from the Kennedy Space Center in Florida on July 16, 1969 with three astronauts on board: Neil Armstrong, Edwin Aldrin and Michael Collins. There was one scary moment in the flight where Armstrong had to take over manual control of the landing. This was not the plan and, if the landing took too long, would leave the crew short on fuel. The landing was successful and upon landing Armstrong said "Houston, Tranquility Base here. The Eagle has landed."

After landing, Armstrong was the first to leave the craft and walk on the Moon. The historic date was July 21, 1969. His famous words upon being the first person on the Moon were "That's one small step for man, one giant leap for mankind". Edwin Aldrin also walked on the Moon during this trip. They were on the moon for 21 hours. They collected moon rocks to bring to Earth. While the lunar module, named the Eagle, was on the Moon, the third astronaut, Michael Collins, orbited the Moon in the command module.

The Apollo 11 lunar module, the Eagle, on the Moon

The three astronauts who were now heroes arrived back on Earth on July 24th.

Do you know?

- Six hundred million people watched the first person moon walk on the moon on TV.
- The footprints made by Neil Armstrong and Edwin Aldrin are still on the Moon. The dust is thick, but there isn't any wind to remove them.

Samina Khayal Baig

Samina Khayal Baig

- **Occupation**: Explorer and Mountain Climber
- **Born**: 19 September, 1990 in Hunza, Pakistan
- **Best Known for**: First Pakistani woman to climb Mount Everest on 19 May 2013.

The route on Mount Everest image courtesy of www.alanamette.com

Samina Khayal Baig was born on September 19, 1990 in Shimshal Village in Hunza, Gilgit-Baltistan. She began climbing mountains when she was only 4 years old. From the age of 15 she received training in mountaineering from her brother Mirza Ali.

In 2009 she became a professional mountain climber. She was the first to climb the peak Chashkin Sar (above 6,000 meters) in Pakistan in 2010, which was later renamed Samina Peak after her. She reached the summit of 'Koh-i-Brobar' ('Mount Equality') in 2011. On 1 April 2013, Samina Baig and company started climbing the south face of Mount Everest. The expedition to the summit took 48 days, with the mountaineers reaching their goal on the sixtieth anniversary of Edmund Hillary and Sherpa Tenzing's first successful conquest of Everest. This made her the first Pakistani woman to climb the tallest mountain in the world. It also made her the youngest woman in the world to climb Mount Everest.

In 2013 Samina Baig and her brother Mirza Ali decided to climb the seven summits the highest mountains in each of the seven continents of the world. They have accomplished this feat by climbing the seven mountains. Mount Aconcagua in Argentina, the highest peak in South America which is 6,961 m high. Mount Vinson, in Antarctica which is at a height of 4,892 m in the planet's southernmost continent. Mount Everest in Nepal, in Asia which is at a height of 8,848 m. Mount Kilimanjaro in Tanzania on the continent of Africa which is at a height of 5895m. Mount Puncak Jaya in Indonesia which is at a height of 4,884 m. Mount McKinley in Alaska in North America which is at a height of 6,194 m and Europe's highest mountain, the 5,642 m high Mount Elbrus in Russia.

Samina Khayal Baig waving the flag of Pakistan on the summit of Mount Everest

SUMMARY

In this chapter we have learnt about the general reasons for exploration such as for trade, to obtain wealth, to learn more about nature, to acquire land and to challenge oneself. We have also learnt about some important explorers both past and present, their motivations for becoming explorers and the effects of their explorations.

Teacher's Note

While teaching this chapter, you may discuss with students the following points:

- Modern explorers and early explorers are both different and similar.
  They are similar in these ways: they are all exploring areas unknown, they are exploring for evidence of life.
  They are different in these ways: they have different tools, different technology, and different locations.

- The early explorers and the modern explorers both explored lands that were unknown to other people. They explore unknown places to look for things that we don't have and for things that we don't know about. They look for plant and animal life too.

Modern explorers have some advantages over early explorers. The modern explorers have much better technology. Modern explorers also explore different locations. They have to explore different locations because the early explorers have already explored areas and they are now well populated and are well developed.

EXERCISE

A. Multiple choice questions

1. For every question, three answers are given; tick the correct one.

i. Where was Christopher Columbus born?
(a) America (b) China (c) Italy

ii. When Ibn-e-Battuta left Tangiers where did he want to go?
(a) China (b) India (c) Makkah

iii. Who did Marco Polo travel with to China?
(a) Brother and Father (b) Father and Mother (c) Father and Uncle

iv. Columbus thought he could sail straight to China by crossing the __________Ocean.
(a) Arctic (b) Atlantic (c) Indian

v. How many voyages did Vasco da Gama make to India?
(a) One (b) Two (c) Three

B. Answer the following questions

1) Name three explorers and explain the reason for their explorations.
2) What were the effects of Christopher Columbus' voyages to the Americas?
3) What do you think will be areas of future exploration and what changes do you think would result from these explorations?
4) Select any explorer and explain the successes and challenges faced by him/her.

C. Make a table

1. Make a table like the one below and complete it by finding out information from the chapter you just read and from other books or the Internet.

Name of Explorer	Country they belonged to	What work did they do	What motivated them to explore	What challenges did they face	What was the result of their exploration
Marco Pola					
Ibn-e-Battuta					
Christopher Columbus					
Vasco de Gama					
Neil Armstrong					

D. Practical work

1.Trace the route of one of the explorers of your choice on a World map.
2.Imagine that you are a reporter writing an article for a newspaper/magazine on the adventures of any explorer you have read about. Write the story of that explorer, mentioning adventures, difficulties and successes of the exploration.

E. Extension activities

Find out about an explorer of your choice and write an article on him/her to share with your class.